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ABSTRACT

The Basic Educational Skills Training (BEST) workplace literacy demonstration model was designed to provide adult basic education (ABE) services simultaneously for multiple employers in Maury County, Tennessee. The BEST model focused on job-related instruction. The goal of the program was to achieve increased safety, productivity, and employee morale with decreased absenteeism as a product of improved employee basic skills. Areas of innovation included having multiple employers receive all ABE services simultaneously, determining a class schedule that accommodated workers' schedules without release time, and using a screening tool to identify learning disabled/dyslexic adult remedial readers. Vanderbilt University's evaluation of the program's first 15 months showed that 152 employees and immediate family members were enrolled in basic reading, math, pre-General Educational Development (GED) test preparation, and GED instruction. The program maintained a 73 percent employee retention rate and achieved statistically significant grade-level improvement in reading, language, and math. Eighty-two percent of GED test examinees passed. Employer and employee satisfaction was high and community support was excellent. (Most of the document is composed of appendices that contain project forms (including survey forms), materials lists, GED and pre-GED syllabi, and a suggested teaching format for reading tutors.) (KC)

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THE BEST BLUEPRINT

QUALITY ABE IN THE WORKPLACE

TITLE: BASIC EDUCATIONAL SKILLS TRAINING	
WRITTEN BY: SUSAN WESTBERRY	DATE: JUNE 1990
LOCATION: MAURY COUNTY, TENNESSEE	ISSUE NUMBER: 1

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THE BEST BLUEPRINT

Quality ABE in the Workplace

by

Susan Westberry

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OVERVIEW

ABSTRACT

In 1988 the BEST (Basic Educational Skills Training) Workplace Literacy Program was one of thirty-seven U. S. Department of Education Workplace Literacy grant recipients. It was selected as a demonstration model and received $47,079.00 to implement the program.

The program was designed to provide 0 - 12th grade Adult Basic Education services for multiple employers simultaneously. Job-related instruction was included in the format.

The goal of the program was to achieve increased safety, productivity, and employee morale with decreased absenteeism as a product of improved employee basic skills. The program was evaluated by Vanderbilt University.

During fifteen months, 152 employees and immediate family members were enrolled in basic reading, math, pre-GED, and GED level instruction. The program maintained a 73% employee retention rate and achieved statistically significant grade level improvement in reading, language, and math. Among GED test examinees there was an 82% pass rate.

Employer and employee satisfaction was high and community support was excellent. The BEST program is continuing in Maury County with local grant funding.

Persons interested in additional information may contact Susan Westberry, co-author of the grant proposal and program coordinator.

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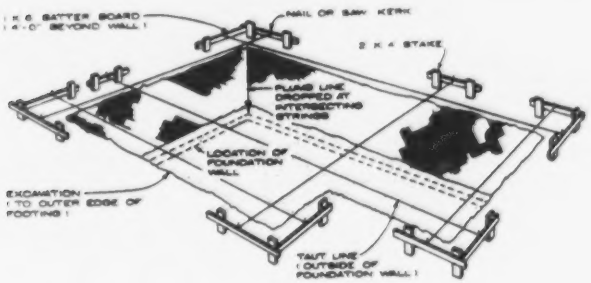
AREAS OF INNOVATION

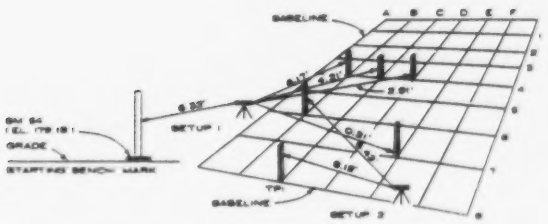
1. This model allows for multiple employers to receive all ABE services simultaneously.

2. A class schedule which accommodates both straight and swing shift workers without requiring release time.

3. A screening tool to identify, but not diagnose or certify, learning disabled/dyslexic adult remedial readers. The tool, an informal written evaluation process, requires no more than half an hour to administer.

EXCAVATING


NAIL OR SAW KERF
2 X 4 STAKE
PLUMB LINE DROPPED AT INTERSECTING STRINGS
LOCATION OF FOUNDATION WALL
EXCAVATION (TO OUTER EDGE OF FOOTING)
TAUT LINE (OUTSIDE OF FOUNDATION WALL)



In preparing to "build" a workplace literacy program, the site must be excavated properly. Agreement with the following philosophy will ensure that your site has been appropriately excavated for this blueprint.

PHILOSOPHY

The BEST Blueprint, a guide for quality Adult Basic Education in the workplace, is based on the philosophy that a high school education is fundamental for today's and tomorrow's qualified workforce. This view is shared by employers who are partners with the Maury County Board of Education in Columbia, Tennessee.

All of these employers are in various stages of implementing quality control methods. An integral aspect of quality control is employee self-improvement and self-esteem.

These employers are not in a basic skills crisis. While technology and managerial methods are causing changes in these workplaces, these changes are gradual. As a result, the BEST Program of Adult Basic Education is appropriate for employers who are helping their employees upgrade their education to a basic high school level. Attaining this level improves their function for today and provides a foundation on which tomorrow's training may

be built. This correlates with the quality control goal of continuous learning and self-improvement. To paraphrase the comments of BEST's managers: we can handle the training of job-related skills if we have basic skills to build on. BEST managers consider a high school level basic education to be job-related.

The employers who have been partners in modeling this philosophy in Maury County, Tennessee are:

Columbia Construction Company, Columbia Specialities (a subsidiary of Fedders), Custom Steel Fabricators, GE Appliances (a division of The General Electric Company), Menasha Corporation, Mt. Pleasant Manufacturing (a subsidiary of Horace Small, Inc.), Rhone Poulenc Basic Chemical, Shippers Paper Products (a subsidiary of Illinois Tool Works), Southeastern Shirts, Triangle Auto Spring Company (a division of the Marmon Group), and UCAR Carbon Products, Inc. Four of these, Menasha, Mt. Pleasant Manufacturing, Rhone Poulenc, and Shipper's Paper Products, were the original partners during 1989. Tennessee Aluminum Processors, G. E., and UCAR Carbon Products joined during the last quarter of 1989. The others have joined in 1990. Additional employers are preparing to participate.

Another concept basic to the philosophy of this program is the shared responsibility for educational services. Evaluation of the BEST Program revealed the greater the company's involvement, the greater the participation.

TERMS

Adult Basic Education (ABE): instruction from 0 through 12th grade level in reading, writing, math, science and social studies for adults who are deficient in these areas.

Basic Reading: 0 through 5th grade reading level.

BEST: an acronym for Basic Educational Skills Training.

BEST Partner: an employer who enters into a contractual agreement with the Maury County Board of Education to assist, in various ways, with the education of their employees.

GED: The General Education Development high school equivalency exam. This term is also applied to ABE classes which provide basic skills instruction at a 9th to 12th grade level in preparation for the GED exam.

Job-related: instruction of a specific skill needed for a specific job, e.g., vocabulary needed for particular forms.

Literacy: the more conservative definition of this word refers to reading needs below a 5th - 8th grade level. The expanded definition refers to basic education up to a 12th grade level. It may also include the area of English as a Second Language (ESL).

On-site classes: classes which are conducted at the employer's facility. Attendance is limited to employees of the facility and their immediate family.

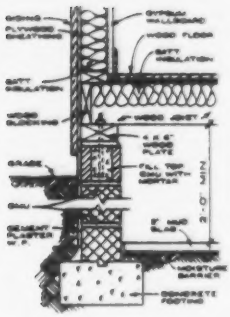
Pre-GED: instruction for adults in reading, writing, math, science and social studies at a 6th - 8th grade level.

Quality control: a management philosophy which requires all employees to be responsible for monitoring quality and productivity. Assorted derivatives with various names either originated or were inspired by J. Edward Deming's Statistical Process Control (SPC) philosophy.

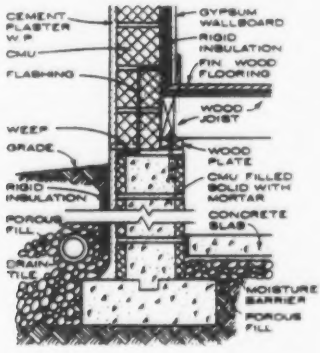
Straight shift: an employee work schedule which does not vary from week to week, e.g., 8 a.m. - 4 p.m. daily.

Swing shift: an employee work schedule which varies from week to week, e.g., 11 p.m. - 7 a.m. one week, 7 a.m. to 3 p.m. the second week, and 3 p.m. to 11 p.m. the third week.

Workplace Literacy: the 0 through 12th grade level skills which are needed by America's workforce. Programs which provide all or part of these skills for employers are also identified by the term.



PREPARING THE FOUNDATION



After excavation is complete, the next step in building a workplace literacy program requires preparation for a secure foundation. Accurate facts are necessary for preparing your foundation.

NEEDS

Educational needs may be determined for a region by using statistics from the U. S. Census, State Adult Education Department, and local or State Departments of Employment Security. Depending on the present or future demand for employee basic skills and past or present education qualifications for employment, an employer may determine the need for workplace literacy.

Based on 1980 Bureau of Census statistics, 47.7% of Maury County's adult population lacked a high school diploma. A noticeable number of these had less than an 8th grade education.

INTEREST

Employers and educators must be more than aware of adult basic education needs in their area. They must be willing to contribute the combined resources needed to facilitate a workplace literacy program. While a program must have funding to operate, a program cannot succeed without commitment and resourcefulness from both educators and employers.

RESOURCES

Money is a major resource, but it is not sufficient in itself. Plant managers and education providers must make a commitment to support a workplace literacy program philosophically, financially, and personally.

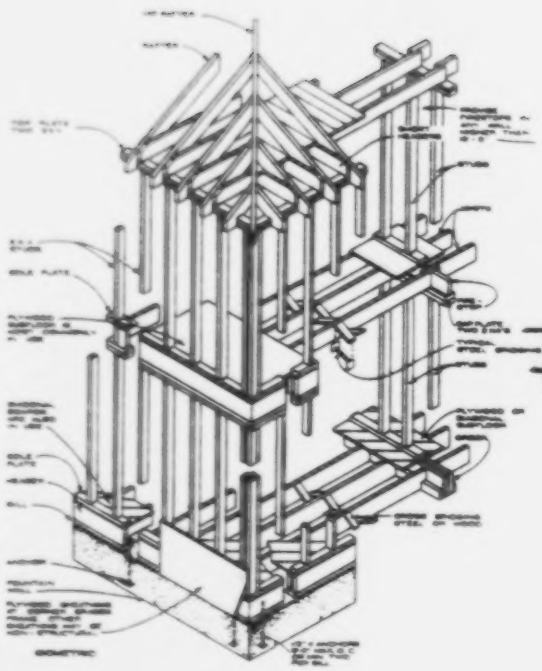
Funding resources may include grants, local revenue, state adult education funds, employer subsidy fees, in-kind (non-cash) contributions by both business and education, and donations from civic groups.

Informational resources used in 1988 for insight into workplace literacy programs and to design the BEST Program proposal came from the Business Council for Effective Literacy, the ERIC Clearinghouse on Adult, Career, and Vocational Education, and Effective Adult Literacy Programs (see Additional Resources).

GOALS

Program goals for BEST were to develop an efficient, cost effective workplace ABE model, to include job-related instruction, and to overcome barriers to participation and retention. This model, through achieving significant grade level improvement in basic skills would affect improvement in employee safety, productivity, morale, and absenteeism.

A final goal was to continue the program with local funding. With this funding the program is to include more employer partners and to expand classes to a second town in the county.



FRAMING

Framing is the skeletal structure which determines the shape of a building. It determines how a structure is divided and the uses for each division.

PROGRAM PLAN

The program was designed to provide education services for basic reading, math, pre-GED, GED prep and job-related instruction. These classes would supplement ABE services available in the county which were not accessible to plant employees because of various obstacles. The main barrier was work schedules. Evening GED prep classes plus morning and evening English as a Second Language classes were already established in the county.

Part time assistance was available from the Coordinator of the Volunteer Adult Reading Program. Some secretarial services were available from both the participating industrial partners and the Board of Education. The program's only full time employee was the coordinator who also had teaching responsibilities.

For research purposes required by the U. S. Department of Education, Vanderbilt University, was contracted as an outside evaluator to develop an evaluation plan and to analyze and interpret the data. In duplicating this

model, contracting for outside services would probably not be necessary. However, evaluation is an important aspect of a quality workplace ABE program and should be included as recommended later in this blueprint/guidebook.

ABE instruction, 0 - 12th grade level, was divided into four areas which were offered to employers on a voluntary participation basis. Zero through 5th grade instruction in reading, writing, and spelling was available through one-on-one tutoring sessions. These sessions could be at the job-site with an employee tutor or away from the job-site with a non-employee tutor. Students would progress at their own pace.

Pre-GED, 6th - 8th grade level, and GED prep, 9th - 12th grade level instruction were provided in class settings. Classes were conducted in 15, 18, or 20 week sessions depending on scheduling considerations. (The longer sessions are recommended based on student and teacher evaluations of classes.)

GED classes, reading tutoring, and on-site math classes were offered first. After the program became established, pre-GED classes, a newer concept in Maury County, were introduced in the second half of the program.

Whether classes were on-site for one employer or at a central location convenient for multiple employers was determined by the employers. Financial resources, potential student enrollment, and shift work schedules were determining factors.

Math instruction was available through two mediums. Employers had the option of providing a paid teacher or an employee instructor for an on-site class or of having students attend only the math sessions in pre-GED or GED prep classes at centralized locations.

Job-related instruction would be more specific in on-site math classes. An inventory of job applicable basic skills needs was provided by giving off-site instructors an inventory/profile of their class's job-related needs.

The most individualized job-related instruction would be in tutoring sessions with basic reading students. Plant managers gave permission for students to take materials from work to tutoring sessions. The coordinator for the volunteer reading program instructed tutors in ways to use job-related materials in tutoring sessions.

All areas of instruction were open for participation by high school graduates as well as non-high school graduates. Immediate family members were also allowed to participate.

FUNDING

The BEST Program served 110 students during 1989 with a total budget of $69,842.11. This included the $47,079 federal workplace literacy grant, a donation of two computers with software, some state funds for ABE teachers, in-kind contributions by industry and the Board of Education, plus industries' costs for books, GED test fees and on-site employee instructors. Forty-two more employees were enrolled during a three month no cost extension of the federal program from January through March, 1990.

Only one plant paid the cost for materials for family members. Usually ABE funds from the State of Tennessee, community donations, or the individuals themselves provided for instructional materials for family members.

The program is being continued during 1990 with a local grant of $50,000. Classes have been expanded to a second town in the county and a third computer is being made available to students.

The BEST model was and continues to be an efficient, inexpensive model for workplace ABE. It is also successful based on retention, grade level improvement, and satisfaction surveys.

PROGRAM COORDINATOR

The coordinator is critical to the success or failure of a workplace program. The two most important requirements for a coordinator are superior organizational abilities and excellent inter-personal relationship skills. The coordinator should have a personal commitment to Adult Basic Education because he/she will be selling the program to employees, some employers, and the community. Because recruiting, instruction, and student follow-up may occur during non-traditional working hours, the coordinator's schedule must allow for flexible hours with compensation time.

The ideal situation, depending on student enrollment, would be to have a coordinator and an assistant coordinator. One of these persons would have background in language arts and the other in mathematics. If the coordinator was already an experienced ABE teacher, this would be helpful.

A coordinator who lacks educational experience would be at a deficit in administering an educational program. The coordinator must be able to communicate to professional teachers and employee instructors regarding educational methods, materials, and goals. The coordinator must also evaluate a teacher's effectiveness as an adult basic education instructor.

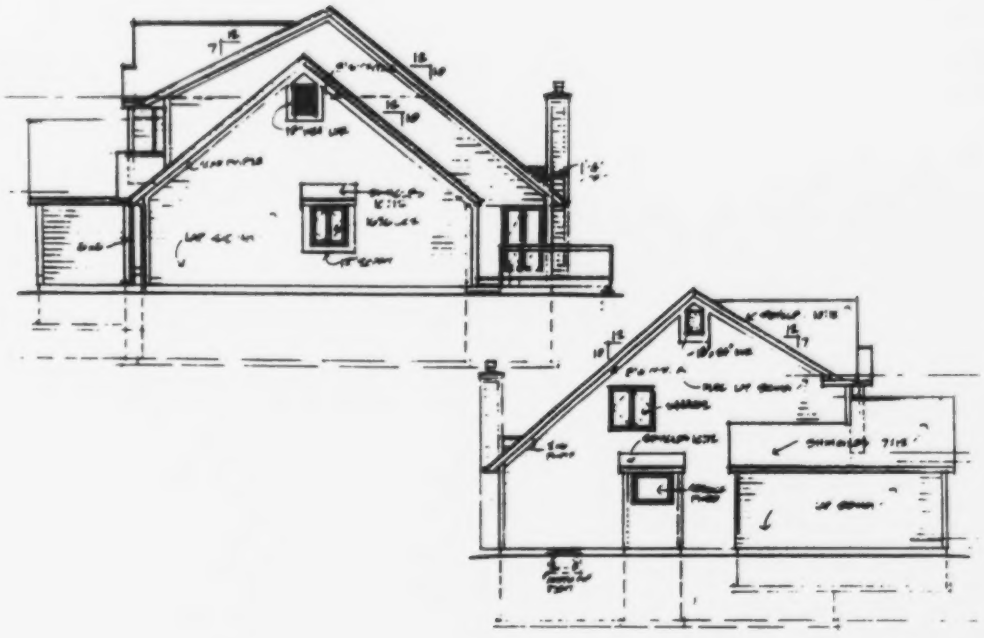
BEST PARTNERS

The business/education partners who have participated in the program are diverse. Their products vary from chemicals to clothing. The smallest employer had 36 employees; the largest had 815. Two employers had labor union employees; the rest were non-union. Some employers now require high school diplomas for employment; some don't. Some have many resources; some have fewer. The characteristics shared by the BEST Partners are: the desire to provide educational opportunities for their employees; resourcefulness in providing incentives to increase participation and retention. These employer partners sign a contractual agreement with the Board of Education (see BEST Partnership Agreement, Form 1).

In all situations, management joined in promoting the program among employees. Management's involvement in recruiting and encouraging students varied. The sites with more personal involvement from management had better enrollment and retention (see chart 1).

Every employer supplied information to the BEST Program Coordinator which was used for planning program logistics (see Form 2 and Form 3). Additional gathering and exchange of information not included on these forms was facilitated during personal meetings between the program coordinator and appropriate plant personnel.

The site liaison (see Form 2) is a personnel manager, employee relations manager, training manager/supervisor, or secretary who is able to be contacted by the BEST Program Coordinator on an as needed basis. These needs include arranging for typing, use of a copy machine, delivering messages, providing insight into employee needs and problems, management changes, union activity and work schedule complications. Sometimes the liaison can help with recruitment and retention of student/employees. The liaison also contacts the program coordinator as needs arise related to the employer.



DRYING IN

When a structure has reached the drying in phase, people other than the builders can tell what the building looks like. All the essentials are in place and the building is serviceable.

RECRUITING

To date, the BEST Program has completed three rounds of recruiting and is into a fourth. The highest percentage of the target population enrollment was seen in students attaining the eighth grade or less (see Table 1).

TABLE 1

Target Population and BEST Enrollment by Employer

Employer	Target Population		BEST Enrollment							
			No H. S. D.*		8th or less**					
	No H. S.	8th or less	No.	%	No.	%	with H. S. D.	Total Employee	Total Family	Grand Total
Menasha	16	9	8	50	4	44.4	0	8	1	9
Mt. Pl. Mfg.	71	9	27	38	4	44.4	7	34	2	36
Rhone Poulenc	66	4	18	27.3	6	150	11	29	3	32
Shipper's	55	0	8	14.5	2	--	1	9	1	10
Custom Steel	35	12	3	8.6	1	8.3	1	4	0	4
G. E.	66	8	16	24.2	4	50	1	17	2	19
TAP***	--	--	4	--	1	--	0	4	0	4
Triangle Auto	9	2	4	44.4	1	50	3	7	2	9
UCAR	184	20	24	13	8	40	0	24	5	29
							TOTALS	136	16	152

*H. S. D. = high school diploma
**These persons are also included in the no H. S. D. group
***company withdrew

At each site, the first recruitment will enlist--in general-- those employees who are more highly motivated and also higher in grade level functioning. However, successfully instructing and "graduating" any group of employees is an asset in recruiting additional participants.

The most effective recruiting has been that which was done by the program coordinator at regularly scheduled employee or safety meetings. Some employers would schedule brief meetings for recruiting. It made a positive impression on employees when the coordinator personally recruited at the meetings even at 1 a.m. or 6 a.m. as needed for swing shift workers.

Two employers were unable to have the coordinator do the recruiting. For these a recruiting video was made. Both sites had management personnel who talked individually to non-high school graduates. They described classes similarly to the coordinator's description. This method is workable for GED and pre-GED, but reading students do not respond in this situation. Plus, recruiting only non-high school graduates bypasses high school graduates with low level skills. As occurred in the BEST Program, some employees who are low level readers have high school diplomas. Six out of 22 BEST reading students had high school diplomas.

A third recruiting method is appropriate for employers with fewer employees. A list of non-high school graduates is given to the coordinator. Depending on the number of employees, the coordinator may present the program individually to all employees or only to non-graduates. While it is preferable to present the program to all employees at all sites, sometimes it isn't feasible.

After the coordinator has finished a brief description of the BEST Program, a sign-up sheet is available for student registration (see Form 4). Posting sign-up sheets without personal recruitment is ineffective.

It is important to have a pre-GED class available as soon as possible for several reasons. Students who are inappropriately placed in a GED class will fail to achieve and drop out. They will be not only a loss in human potential and a painful, personal failure for the individual, but also a detriment to future recruiting. Without exception, those students who chose not to wait for a pre-GED class, but "tried" a GED class anyway, dropped out and refused to try again later. These same employees didn't have to say a discouraging word; their failure reinforced the fears some other employees had of failing in education.

To assist employees in self-determination of classes (materials were ordered prior to pretesting of students based on the employee's self-assessment of functional level which, for the most part, was accurate), the coordinator used the following description and discriminations when recruiting:

1. To be in a GED class, you need to be able to read a newspaper easily, multiply and divide without problems, and understand a little about fractions.
2. The pre-GED class is usually for people who didn't go beyond the eighth grade. If you can read a newspaper or magazine but you don't always understand what you read, you probably should be in a pre-GED class. If you have problems with multiplication and division, and you know little or nothing about fractions, the pre-GED math class is what you need.
3. Reading tutors are for people who don't read at all or who find it very difficult to read and write.

Math students are not as intimidated as some others are. There doesn't seem to be the stigma attached to math deficiency like that which accompanies a reading deficit. The two biggest motivators for enrolling in math instruction were to improve math ability in order to be a better employee and to update personal skills in order to assist children with homework.

Basic reading students are the most difficult to recruit. A program is fortunate indeed if a reading student who does well will openly encourage fellow employees to get reading lessons. However, this is not very common. The BEST Program had a male and a female student who never revealed themselves to the coordinator. A third party, a friend or relative, contacted the coordinator on behalf of the reading student and were also the anonymous student's chosen tutor.

A few employees accepted being tutored on-site by a fellow employee. Most reading students prefer to remain unidentified by fellow workers. This was accomplished by having the reading student contact the coordinator other than in a recruiting situation.

Not only reading students, but any employee or family member was able to contact the coordinator individually at a later date. All employees were given a business card with the program's logo, the coordinator's name and office phone number. Posters with the same information were also used.

If family members are allowed to participate, the conditions per site should be presented during recruiting. Some sites pay all costs for family members; others pay none.

TEACHERS AND TUTORS

Recruiting teachers and tutors can be done via newspaper ads, word of mouth, letters, and personal referrals. Reading tutors for the BEST Program were recruited and trained by the coordinator of the Volunteer Adult Reading Program who later became the BEST Program Coordinator. Tutors and teachers gave necessary information to the coordinator by completing the appropriate forms (see Form 5 and 6).

In Maury County, retired teachers are not a good resource for teachers. Application files and lists of certified substitutes are helpful resources. Appropriate math teachers are the hardest to find for two reasons:

1. Many teachers do not feel competent to teach math.
2. People who are capable and qualified in math are sometimes unable to communicate their knowledge in a clear, concise, and practical manner.

ABE students do not do well with presentations of "short cuts." Teachers who can be patient while being sequential, methodical, and repetitious in their instruction are better received by their students. Their students also attain greater grade level improvement.

With all teachers and tutors, the first attribute should be a pleasant personality. A common need among insecure ABE students is to feel comfortable with the teacher or tutor. Second, the teachers and tutors need to be open to guidance from the coordinator. Last, but not least, competence in their subject area is essential.

Some teachers and tutors thoroughly enjoy teaching the students, get excited when students understand the subject matter, eagerly look forward to test results "like they're my own sons and daughters," feel "hooked" on teaching undereducated adults, and are well received by the students as a teacher and a person. These are the kinds of teachers and tutors a program is blessed to have.

MATERIALS

After students are recruited, materials are ordered. How this would be handled by others duplicating this model will depend upon individual budgeting structures and guidelines. For BEST Partners, the coordinator writes up an individual order per plant. Sometimes the employer will give the coordinator a purchase order number and the coordinator places the order. Either way, the employer receives the bill and the coordinator receives and distributes the books. All materials are ordered three to four weeks before the first class begins to insure the materials arrive in time for student use.

The BEST Program has a limited number of book sets which are used for two purposes. One purpose is for loan to family member participants. Library pockets and cards are used to check out these materials to students. The second reason for extra book sets is in case a student has misjudged his or

her placement in either the GED or pre-GED class. Usually several students will need to swap books and classes after pretesting results are determined. This is done no later than after the second class session.

Books from all publishers of ABE materials were previewed by the coordinator and experienced ABE teachers. The materials listed (see List 1) were selected because of their format, content, and ease of purchasing by a business rather than a school. The materials list is arranged according to grade level usage. An alphabetical listing of publishers correlated with the materials list is included (see List 2).

Job-related materials used in on-site math classes were selected by the employee instructor. Job-related reading and writing materials for basic reading sessions were selected by the student. All employers gave permission for job materials to be used in tutoring sessions.

TESTS, SCREENING, AND INVENTORIES

GED, pre-GED, math and some basic reading students are pre and posttested with part of the ABLE test. Most basic reading students are pre and posttested with the Slosson Oral Reading Test (see Materials List 1).

Pretesting is done to insure correct student placement and to provide a baseline for determining grade level improvement. Posttesting is done to determine grade level improvement. The Slosson or the ABLE I Reading section is administered to basic reading students at six month intervals to measure reading progress.

Initially all sections of several levels of the ABLE test were administered to pre and posttest students. After Vanderbilt University finished the program evaluation based on this testing format, the procedure was changed.

Pre and posttesting of GED and pre-GED students includes three sections of the ABLE Level 2: Reading, Language, and Number Operations. Math students are given the Number Operations section. This change was made for several reasons and has remedied the problems which initiated the change.

Factors considered in changing the testing procedure were:

1. Test stress - The longer testing was causing some students to dropout before receiving instruction.
2. Reduced teaching time - Students and teachers both commented strongly on the need to reduce the testing time and add it to the instructional time.
3. Relevance of data - Vanderbilt determined, according to ABLE test results, that students pretested high in the problem solving skills section. Significant improvement in this area cannot be measured with this test when pretest scores are already high.
4. A shorter version of ABLE is acceptable - According to Psychological Corporation, a reliability of .90 is maintained while making test taking easier "for adults who may not be used to testing situations" when the ABLE Screening Battery is used. This screening tool uses reading and math questions from ABLE Level 2.

The Informal Written Literacy Evaluation is a screening tool developed for quick identification of common learning disability characteristics (see Form 7). Because test stress is a primary consideration with adult remedial readers, the total evaluation is purposely short. The screening tool, the Slosson test, a student registration form and the first half of the BEST Reading Program Survey (the last half is used for postevaluation; see Form 8) are used to elicit necessary placement information within an hour. Each reading student has a private, individual evaluation. Later, a more detailed evaluation of learning disabled adults may be done. The Jordan Written Screening Test and the Jordan Oral Screening Test are recommended (see List 3).

As part of an hour of pretesting, which is half of the first class session, a Job-related Basic Skills Inventory is filled out by students (see Form 9). A summary of the pre-inventory information is given to GED, pre-GED, and math teachers prior to their second class session (see Form 10). This helps teachers to provide job-related application to basic skills instruction.

Passing the GED test, a national high school equivalency exam, is the ultimate goal for non-high school graduates in the BEST Program. During the first several weeks of each GED class cycle, the coordinator requests and is assigned an exam date by the local GED test administrator. One month before classes conclude, BEST's GED candidates are preregistered for the exam. The student is given a preregistration packet which includes: preregistration information (see Form 11) with the exam date, a Test Score Release Form (see Form 12), a page of Test Taking Tips (see Form 13), a GED test registration form from the test site, and an information page from the test site.

Several weeks after the GED exam, the coordinator receives copies of the students' scores. Follow up is immediate with the few students who do not pass the exam. Students are counseled and assisted with additional study, if necessary.

The program has maintained at least 80% pass rates in each cycle of testing for an overall GED pass rate of 82%. Fifty students have passed the exam to date. Eight more are waiting on test results.

INSTRUCTIONAL GUIDES

GED teachers and students follow a syllabus for use with the Steck-Vaughn series (see Appendix C). Pre-GED teachers and students follow a similar syllabus for the Contemporary series (see Appendix D). This is necessary to facilitate consistent instruction for swing shift workers who attend various classes during a teaching cycle.

For GED teachers, the Teacher's Manual for the Official Practice Tests (GED) has helpful comments (see List 1). These comments are appropriate for students preparing for the GED exam, and they are also beneficial for improving thinking skills, an ability which is valued in the workplace.

For reading tutors, teaching instructions accompany the material listed (see List 1). These materials include procedures based on skills and traditional reading methods. The program coordinator instructs tutors in how to adapt some materials for dyslexic students and how to use language experience techniques with job-related materials. The teaching format used with volunteer tutors is included (see Appendix E).

On-site employee instructors in math and GED math do not follow a syllabus. They adjust their teaching to meet the needs of their employees.

All teachers and instructors receive the results of ABLE pretest scores (see Form 14). This gives teachers a profile of each class.

CLASSES

The largest segment of the BEST Program has been the GED classes with 65.4% of the total enrollment. Pre-GED classes, the newest course in the program, were only 8.9% of the enrollment. It is anticipated that this percentage will increase as employees become more familiar with the purpose of the classes. As students from pre-GED classes promote into GED classes and also pass the GED exam, more employees will be willing to follow the pattern.

During the first class session students fill out a registration form (see Form 15). This form is applicable for information needed by the BEST Program and for the Tennessee State Department of Adult Education.

Students receiving only math instruction in either on-site math classes or by attending only the GED math classes were 12.5% of the program's enrollment. Twenty-two students, equaling 14% of enrollment, received basic reading instruction.

Students who received computer assisted instruction in keyboarding, an introduction to basic DOS, or an introduction to spread sheets were not counted in enrollment totals because these employees neither pre nor posttest in basic educational skills.

Two types of class schedules operate concurrently in the BEST Program. Both types, on-site and off-site, meet twice a week. Each session is for two hours. Math and science are taught on one day; English, writing, literature, and social studies are taught on another day.

On-site classes for individual employers are scheduled at times chosen by the employer. These classes usually involve some paid release time for participants.

Off-site classes for students from multiple employers are scheduled and located to be as convenient for as many as possible. Early morning and later afternoon have been the most successful times for classes. Because enrollment or attendance at 12:30 p.m. classes was insufficient, these will not be offered in the near future. Swing shift workers say they are either going to bed or getting up at this time. However, at another time or place, this might be an appropriate time for classes (see Table 2).

Students requested a half hour to an hour break before going to class after finishing a midnight shift at 7:00 or 7:30 a.m. An 8:00 a.m. class gives students time for breakfast, getting children to school, or cleaning up after working.

When afternoon classes begin and end depends on the number of students recruited and the time their workday ends. If enough earlier shift students need the 4:00 p.m. time and enough later shift students need the 6:00 p.m. to 6:30 p.m. session, both would be offered. Both groups can use the 4:30 to 6:00 p.m. session.

TABLE 2

Schedule for Off-Site Classes

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 a.m.- 9:30 a.m.	GED Social Studies	Pre-GED Social Studies	GED Science	Pre-GED Science	
9:30 a.m.- 10:00 a.m.	GED Language Arts - Literature, Grammar, and Writing	Pre-GED Language Arts - Literature Grammar, and Writing	GED Math	Pre-GED Math	NO
4:00 p.m.- 4:30 p.m.	GED Social Studies if needed for 7 - 3 p.m. workers	Pre-GED Social Studies if needed for 7 - 3 p.m. workers	GED Science if needed for 7 - 3 p.m. workers	Pre-GED Science if needed for 7 - 3 p.m. workers	CLASSES
4:30 p.m.- 6:00 p.m.	GED Language Arts - Literature, Grammar, and Writing	Pre-GED Language Arts - Literature, Grammar, and Writing	GED Math	Pre-GED Math	
6:00 p.m.- 6:30 p.m.	Duplicate of 4 - 4:30 session if needed for 8 - 4 p.m. workers	Duplicate of 4 - 4:30 session if needed for 8 - 4 p.m. workers	Duplicate of 4 - 4:30 session if needed for 8 - 4 p.m. workers	Duplicate of 4 - 4:30 session if needed for 8 - 4 p.m. workers	

There is an advantage to having subjects scheduled at particular times. Some students have taken the GED exam, passed parts of the test, and only need instruction in weaker areas. This schedule allows students to attend the sections of GED instruction which are appropriate for their needs.

As mentioned previously, classes are in an eighteen or twenty week cycle. Teachers and students follow a syllabus appropriate for the number of weeks per session. The twenty week syllabus is slightly adapted to become an eighteen week syllabus. Most of the adjustment is in the test schedules.

Swing shift workers receive consistent instruction in all classes because teachers and students follow a syllabus. A swing shift worker will need to attend morning and afternoon classes during a twenty week cycle. These workers attend the classes which best correlate with weekly changes in their work schedules.

Locations for tutoring sessions are chosen for convenience and privacy. On-site instruction has been in office areas after the secretaries' workday ends. Evening off-site tutoring locations are most frequently in churches. Maury County is not a metropolitan area with public facilities open in the evening. Daytime tutoring sites have been in bank conference rooms, churches, libraries, and in offices of some retail businesses.

Off-site pre-GED and GED classes have been in high school classrooms. The public libraries in both communities are eager to have morning classes in their community rooms.

Finishing work gives a building distinguishing characteristics which add to its value. Quality details which add comfort and convenience also improve the appearance of a structure. These assets help to "sell" the finished product.

SUPPLEMENT

ABE students are sometimes academic under achievers who need auditory and kinesthetic instructional supplements. A globe is beneficial to use during social studies classes. Students make positive comments about the VCR tapes which are available to check out for home use. Students who have used the computer basic skills software have also responded positively (see List 1).

FINISHING

Two computers are located in the public libraries and one is in a Chamber of Commerce office. Students have more hours available for computer usage in these public facilities than were possible in a classroom or office setting.

Even though the software is "user friendly" and easy to follow instructions are taped to software containers, some students are intimidated by computers. After a pre-GED teacher included student practice on the computer in one class session, students found extra computer practice in basic skills to be helpful, enjoyable, and not intimidating. Out of class usage of computer supplements in basic skills increased. Future plans are for each teacher to have one class session which incorporates the computer.

A small lending library of supplementary reading materials was available to tutors and basic reading students through the Volunteer Adult Reading Program. This included topical materials related to life coping skills, simplified classics, and high interest/low vocabulary fiction, history, and biographies.

A set of pre-GED, GED, and basic math books were purchased from all publishers of adult basic education materials. This was a resource library for teacher and employee instructors which was used and appreciated. It was also helpful when evaluating, selecting, and re-evaluating instructional material for classes.

RETENTION

The BEST Program had an employee retention rate of 73%. The retention rate of family members, usually wives with child care responsibilities, was somewhat lower, reducing the overall retention rate to 70%.

Contributors to increased retention are convenient class locations; convenient class time; reduced test stress; correct student placement according to grade level function; encouragement from plant personnel, family, and classmates; and supplemental instruction with VCR, computer, or the coordinator/teacher. Employer incentives and their correlation to retention vary (see Table 3).

Follow-up of absentees is very important. Depending on the number of students enrolled and the job descriptions for the coordinator and teachers, either or both can be responsible for contacting absentees. Actually, retention is better if both teachers and a coordinator are involved.

TABLE 3

Retention Rates and Incentives by Employer

Employer	Retention			Incentives										
	Employees Enrolled	Drop Outs	Retention Rate	Books Paid	Test Fee Paid	Pay	Quality Control Emph.	Non-Secure Job	Advancement Opportunity	Employee Recognition	Management Encouragement	On-site Class	Paid Teacher	Employee Teacher
Menasha	8	5	37.5%	X	X						X			
Mt. Pl. Mfg.	34	6	82.4%	1/2				X		X	X	X		
Rhone Poulenc	29	10	65.5%	X	X	*	X	X	X	X	X	X	X	X
Shipper's	9	7	22.2%	X	X			X						
Custom Steel	4	1	75%	*	*						X			
G. E.	17	1	94.1%	X	X		X	X	X	X	X	X	X	X
TAP**	4	1	75%	X	X									
Triangle Auto	7	1	85.7%	X	X						X			
UCAR	24	5	79.2%	X	X	X	X	X	X	X	X	X	X	

*upon passing GED exam
**company withdrew

For employees, the most frequent retention problem was working overtime. The next most frequent source for dropouts were those persons who lost interest. The majority of these gave up because of test stress or incorrect placement in GED level instruction. The third highest factor negatively effecting retention was personal or family crisis including death, divorce, health, and housing. These problems accounted for 67.6% of all dropouts. Other barriers which were lesser in frequency were transportation, child care, changing employers, moved out of town, unknown reasons, or personal commitments, e.g., participating in activities related to children such as scouts and sports.

RECOGNITION

Recognition is worthwhile for its own sake, but it is also beneficial because it helps promote the program. Employers have had recognition dinners for graduates, congratulations in plant newsletters, and recognitions during employee meetings. Local newspapers and Chamber of Commerce publications have featured the program, employees, teachers, tutors, and students multiple times. This has also been very effective advertising. GED graduation ceremonies are both memorable and inspiring not only for those who attend, but for those non-attenders who hear about it later.

A certificate recognizing participation and achievement in the BEST Program is given to students (see Form 17). These certificates are mailed or presented by the coordinator or plant personnel.

In a locale where attitudes towards education have traditionally been negative, any opportunity for positive reinforcement, encouragement, or recognition is worthwhile. This helps communicate the message to employees that education is important to today's employers. Hopefully some of this message will also help combat the high school drop out rate in Maury County.

The BEST Program has been recognized at civic group meetings and in the state's adult education newsletter. Being included as a presenter at a Partners in Education Conference sponsored by the Governor's office was an honor and an opportunity for disseminating information about workplace literacy. The program received honor recognition from the local chapter of the International Reading Association.

The program coordinator has been contacted by the Tennessee Department of Adult Education, The Tennessee Department of Labor, Center for Literacy Studies at the University of Tennessee in Knoxville, the Memphis Literacy Foundation, and the Tennessee Literacy Coalition. Being a resource for these organizations is also a form of professional recognition.

EVALUATION

Quality control is a business philosophy which is motivating employers to become BEST Partners. Employers and employees are continually monitoring and evaluating their work to maintain a quality product. Quality is also a

continuing goal of the BEST Program. Evaluation is necessary to maintain quality in an education program and is an important section of the BEST Blueprint.

Tools for measuring the results of the BEST Program qualitatively have been helpful and will continue to be used. Quantitative measurements used by BEST were the ABLE Test, Slosson test, and enrollment and retention facts. Tools were not available to quantitatively measure the effects grade level improvement had on productivity, safety, employee morale, or absenteeism.

Since the BEST Program was selected as a Workplace Literacy Demonstration Model, researching and developing test instruments was outside the program's domain. However, the BEST Program would incorporate such tools if they were available and feasible.

Tools based on established means for qualitative measurement were designed by the Vanderbilt University Evaluation Lab. These forms are the BEST Program Satisfaction Survey: Employee (see Form 17) and the BEST Program Satisfaction Survey: Supervisor (see Form 18).

These forms have been slightly modified to use in the locally funded program (see Forms 19 and 20) and an evaluation form for management and teachers has been added (see Forms 21 and 22). The report form for management completes the cycle in evaluation of and communication to all participants in the program--employee, employer, and educator. This report gives the employers an evaluation of the results of their contributions as BEST Partners (see form 23).

The forms for qualitative measurement show a high degree of satisfaction with the BEST Program. Vanderbilt determined that 79% of employees evaluated during the first cycle of classes felt the program helped them do their job better. Employees evaluated after Vanderbilt's analysis continue to indicate the program helps them do their jobs better.

Statistically significant grade level improvement was achieved in language and math skills as reported by Vanderbilt. This has been maintained through the rest of the program. Reading scores of students in the first cycle of classes did not show statistically significant improvement.

Students in the second and third cycles of classes had increased amounts of reading and writing instruction. Analysis of reading scores by Middle Tennessee State University states that students in these cycles did achieve statistically significant grade level improvement.

The ABLE tests, mentioned previously under Testing, are the source for grade level scores used for analysis and evaluation purposes. This is a quantitative measurement.

APPENDIX A

FORMS

BASIC EDUCATIONAL SKILLS TRAINING (BEST)

WORKPLACE LITERACY PARTNERSHIP AGREEMENT

In order for employees to improve their basic educational skills by participating in a workplace Adult Basic Education program, the BEST program agrees to:

- help recruit employee participants for educational programs
- find class location if on site space is not available
- find teachers or tutors as appropriate for instructional needs
- help select and order materials
- pretest employees to determine instructional programs appropriate for levels of academic functioning
- organize classes based on employee needs -- basic reading and math (elementary level), pre-GED preparation (middle school level), GED preparation (high school level), or other reading and math instruction to help students be better employees
- post-test participants to determine gains made while in the program
- schedule GED testing
- obtain participants' and supervisor' evaluation comments for continuing or improving program quality

To receive BEST program Adult Basic Education services, the workplace partner agrees to:

- furnish information as needed about employees' educational attainment, total number and percent of employees lacking high school diplomas and an estimated number of employee participants
- adopt the service as a company-wide program and communicate this to employees
- designate an employee to serve as a site coordinator who will work with the BEST Program Coordinator to recruit participants and facilitate instruction

- Offer and publicize to employees the following incentives (check all incentives appropriate for your situation)

_____ furnish space for on-site instruction

_____ furnish instructional materials for employee participants (costs vary according to employee needs and quantities ordered from $12 to $50 each)

_____ pay teachers at about $15 per hour; examples - GED preparation (about 10-15 employees) for five hours instruction per week for 20 weeks costs $1,500. A basic math class for two hours instruction per week for sixteen (16) weeks costs $480 (for on site classes)

_____ allow adjustment of employee work schedule for classes accommodating multiple employers' employees

_____ paid release time (full or partial) for class attendance

_____ an educational bonus (time or money) upon passing the GED test

_____ provide employee(s) as class instructor(s)

_____ pay GED test fee ($20.00 per person)

_____ other (describe) _____

Workplace Manager _____

Facility _____

Date _____

Superintendent, MAURY COUNTY SCHOOLS _____

Date _____

Return to :

Susan Westberry, Coordinator
BEST Workplace Literacy Program
Maury County Board of Education
501 West 8th Street
Columbia, TN 38401
Phone: (615) 388-8403

BEST PARTNER PROGRAM PROFILE

Employer _____ Date _____ Manager _____

EDUCATIONAL NEEDS

_____ Basic Math
_____ Basic Reading
_____ Pre-GED
_____ GED
_____ Elementary Introduction to Computer Usage

SITE RESOURCES

_____ Tutoring Area _____ site liaison
_____ VCR
_____ Classroom Space
_____ number of seats _____ chalkboard
_____ table or desks _____ overhead projector

BARRIERS (briefly describe)

shifts _____
frequent overtime _____
seasonal lay offs _____

SCHEDULING INFORMATION (indicate better times with a "+" and times to avoid with a "-".)

Days: ___M ___T ___W ___Th ___F

Hours of the Day: _____ early morning _____ late morning
_____ early afternoon _____ later afternoon
_____ early evening

TIMES OF THE YEAR

_____Spring _____Summer _____Fall _____Winter

BEST Facility Needs Assessment

Employer_____

Employer's Contact Person _____

Project Coordinator _____ Date _____

Employee Information

1. Total number of employees _____

2. Are employees required to have high school diploma or equivalent? ___

3. If no, is your facility considering or planning to require it? ___

4. Number of employees who do not have a high school diploma or equivalent _____

5. Of this number, how many have less than 9th grade education? _____

Basic Skills Needs and Objectives

1. Why is your facility seeking BEST education services? (facility needs for employee basic skills training)

2. What do you hope is accomplished through BEST services? (basic skills training goals and objectives)

3. Estimated number of employees to participate in BEST education programs _____

BEST PROGRAM

SIGN-UP SHEET

Employer _____ Date: _____

Student's Name	Student's Phone #	Prior GED	Year	TOWN		COURSE					CLASS TIME		
				Mt. Pleas.	Columbia	GED	Pre-GED	Math	Read.	Comp.	8:00 A.M.	12:30 P.M.	4:00 P.M.

BEST PROGRAM TEACHER SCHEDULE QUESTIONNAIRE

Name _____ Date _____

Address _____ Phone _____

1. I am currently licensed to teach by the State of Tennessee. ____ Yes ____ No
2. My teacher's license number is _____.
3. Other states in which I am licensed to teach are: _____.
4. The subject areas in which I am licensed to teach are: _____

_____

5. I am currently employed as a full-time teacher by the Maury County Board of Education. ____ Yes ____ No
6. The locations where I can teach are: Mt. Pleasant ____ Columbia ____
7. The months in the year I am available to teach are: January February March April May June July August September October Nobember December.
8. The days of the week I can teach are: M T W TH F
9. The total number of days I can teach are: 1 2 3 4 5
10. The hours of the day I can teach are: 8:00 AM - 10:00 AM _____
    12:30 PM - 2:30 PM _____
    4:00 PM - 6:00 PM _____
11. While my certification may be in other areas, I feel comfortable teaching the following subject groupings:

    _____ Pre-GED (6th-8th grade) language arts and social studied
    _____ GED (9th-12th grade) language arts and social studies
    _____ Pre-GED (6th-8th grade) math and science
    _____ GED (9th-12th grade) math and science

Please return the questionnaire in an envelope specifying to: Susan Westberry at the Maury County Board of Education at 501 West 8th Street, Columbia, TN 38401

Maury County Schools

SALLY D. HOGGE, SUPERINTENDENT
ERNEST W. ALLEN, SUPERVISOR OF SCHOOLS
DOUGLAS SUTTON, DIRECTOR OF INSTRUCTION
501 WEST 5TH STREET
Columbia, Tennessee 38401

(615) 388-8403

BOARD OF EDUCATION
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Dear (Prospective Tutor's Name)

I appreciate your interest in being a literacy volunteer. Teaching an adult to read is a very important work.

Your answers to the following questions will help me match you with an appropriate student.

Please check all applicable spaces. Spaces which do not apply or are not workable for you should be left blank. Write in other necessary information.

1. _____ I am available to tutor as soon as there is a student for me.
   _____ I am interested in tutoring after _____ (enter date)

2. I can be reached at the following phone numbers:
   _____(home) _____(work)

3. I am _____retired
   _____a housewife
   _____employed (list employer) _____

4. I have had the following experiences.
   _____ professional teaching
   _____ volunteer teaching
   _____ interaction with illiterate person
   _____ helping people
   _____ other

5. I feel more comfortable teaching the following:
   _____ male student
   _____ female student

   Ages: 17-30 _____; 31-50 _____; over 50 _____.

6. The days I can be available to tutor are:

Monday _____	Friday _____
Tuesday _____	Saturday _____
Wednesday _____	Sunday _____
Thursday _____	

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7. The times I can do tutoring sessions are:

_____	mornings	_____	evenings
_____	early afternoon	_____	weekends
_____	late afternoon		

8. I would be able to teach 1½ hour sessions _____ once or _____ twice a week.

9. I can tutor in individual sessions (_____ one student; _____ more than one student) per week.

10. I can tutor 2 or 3 students in a group session.
_____ yes _____ no.

11. A 2½ hour training session precedes beginning to tutor an adult. A morning _____ evening _____ session is convenient for me. I can attend a training session on:
Monday _____ Thursday _____
Tuesday _____ Friday _____
Wednesday _____

12. I learned about the program from _____

13. My mailing address is:

_____

_____

_____

Please return in the enclosed envelope. I appreciate your interest and cooperation.

Sincerely,

Susan Westberry
Literacy Coordinator

SW/jkj

This informal evaluation is to help determine letter knowledge, number knowledge, writing ability, and phonics knowledge. It is also possible to observe indications of learning styles and learning disabilities. Because written activities can be difficult and frightening to under-educated adults, this evaluation is intentionally not comprehensive. Its purpose is for identification, not certification, of learning problems.

This test has been designed by Susan Westberry, BEST Workplace Literacy Coordinator, 615-388-8403. Its function is to provide early identification of common learning disability characteristics. Further testing is necessary for diagnosis or certification purposes.

INFORMAL WRITTEN LITERACY EVALUATION

ADMINISTERING INSTRUCTIONS

The evaluator tells the person to "please write the following." Except for the manuscript and cursive sections, the person may use whatever writing is most comfortable. In the section on SOUNDS, the evaluator makes the phonetic sound. Have the person write the appropriate letter.

EVALUATION INSTRUCTIONS

Regarding learning disability characteristics, notate the following:

1. Irregular letter or number formations including inversions, reversals, and directional problems, e.g. making "O" in a clockwise motion or "T" from the bottom of the letter upward. Indicate the letter or number and the problem.
2. Faulty sequencing of letters or numbers. This includes transpositions in spelling.
3. Hesitations. Specify if the cause was memory failure or difficulty in determining formation direction.

Regarding learning styles characteristics, notate the following:

1. Does the person "practice" writing in the air before actually writing? Kinesthetic
2. Does the person repeat the letter or words orally? Do they ask you to repeat? Do they watch your mouth? Auditory
3. Does the person close their eyes, look upwards or sideways while trying to remember? Do they erase and rewrite trying to "make it look right?" Visual

NOTE: This may be administered with an oral reading test e.g. Slosson, WRAT, etc.

When administering either test, write the incorrect response beside the list word. After scoring the test, notate inversions, reversals and transpositions of letters. It is helpful to observe weakness in vowel and silent "e" usage, additions or deletions of prefixes and suffixes, substitutions, i.e., sleep/sheep, beach/bench, etc.

MANUSCRIPT (Example: Hh) Bb Oo Dd Aa Pp Mm Qq Tt Nn Ss ?

CURSIVE (Example: Hh) Aa, Ww, Dd, Gg, Ll, Ff, Jj, Ee, Bb

NUMBERS 2, 3, 5, 6, 8, 9, 38, 41, 639, 4,276

WORDS box, cat, put, good, on, danger, saw, stop, bed, tab, dog, glad, bat, girl

YOUR NAME _____

SENTENCE The boy is big and fat. I can learn to read and write better.

SOUNDS ŏ, ă, ĭ, ŭ, ĕ, b, m, t, d, l, f

INFORMAL WRITTEN LITERACY EVALUATION

MANUSCRIPT _____

_____

CURSIVE _____

_____

NUMBERS _____

WORDS _____

_____

YOUR NAME _____

SENTENCE _____

_____

SOUNDS _____

Irregular formations _____

Inversions _____

Transpositions _____

Reversals _____

Hesitations _____

Learning Style Signs: _____ Visual, _____

Auditory, _____ Kinesthetic _____

BEST Reading Program Survey

Either the reading student or the tutor is to read the statements.
The student places a ✓ for Yes or No.
The student's name will not be used. This is survey number_____.

BEFORE HAVING READING LESSONS, I CAN ...

1.	Name the letters in the alphabet.	____Yes	____No
2.	Write the letters in the alphabet.	____Yes	____No
3.	Spell a few words.	____Yes	____No
4.	Spell a lot of words.	____Yes	____No
5.	Figure out new words.	____Yes	____No
6.	Read a few words.	____Yes	____No
7.	Read a lot of words.	____Yes	____No
8.	Read sentences.	____Yes	____No
9.	Read a book or newspaper.	____Yes	____No
10.	Read materials at my job.	____Yes	____No

SINCE HAVING READING LESSONS, I CAN...

1.	Name the letters in the alphabet better.	____Yes	____No
2.	Write the letters in the alphabet better.	____Yes	____No
3.	Spell a few words better.	____Yes	____No
4.	Spell a lot of words better.	____Yes	____No
5.	Figure out new words better.	____Yes	____No
6.	Read a few words better.	____Yes	____No
7.	Read a lot of words better.	____Yes	____No
8.	Read sentences better.	____Yes	____No
9.	Read a book or newspaper better.	____Yes	____No
10.	Read materials at my job better.	____Yes	____No

Tutor's name _____

Date_____

BEST JOB RELATED USAGE INVENTORY FOR EMPLOYEES

Employer _____ Date _____

Home Phone Number _____ Job Title _____

Place a check mark in the appropriate spaces:

		I need this skill for my job:	My ability level is:
MATH	addition	___yes ___no	___poor ___fair ___good ___excellent
	subtraction	___yes ___no	___poor ___fair ___good ___excellent
	multiplication	___yes ___no	___poor ___fair ___good ___excellent
	division	___yes ___no	___poor ___fair ___good ___excellent
	fractions	___yes ___no	___poor ___fair ___good ___excellent
	decimals	___yes ___no	___poor ___fair ___good ___excellent
	percents	___yes ___no	___poor ___fair ___good ___excellent
	graphs	___yes ___no	___poor ___fair ___good ___excellent
	charts	___yes ___no	___poor ___fair ___good ___excellent
	algebra	___yes ___no	___poor ___fair ___good ___excellent
	geometry	___yes ___no	___poor ___fair ___good ___excellent
LANGUAGE	reading	___yes ___no	___poor ___fair ___good ___excellent
	writing	___yes ___no	___poor ___fair ___good ___excellent
	spelling	___yes ___no	___poor ___fair ___good ___excellent
PROBLEM SOLVING	finding facts	___yes ___no	___poor ___fair ___good ___excellent
	understanding facts	___yes ___no	___poor ___fair ___good ___excellent
	evaluating facts	___yes ___no	___poor ___fair ___good ___excellent
	using facts	___yes ___no	___poor ___fair ___good ___excellent

BEST PROGRAM BASIC SKILLS INVENTORY RESULTS FOR TEACHERS

Class Title _____ Class Time_____ Date _____

Total Class Enrollment _____

Numbers indicate the total student responses per category. This information will help you in making your subject matter applicable to your students' workplace and personal needs.

		Skills Needed For Students' Present Job		Students' Assessment of Personal Ability Level of Skills			
Math:	addition	____yes	____no	____poor	____fair	____good	____excellent
	subtraction	____yes	____no	____poor	____fair	____good	____excellent
	multiplication	____yes	____no	____poor	____fair	____good	____excellent
	division	____yes	____no	____poor	____fair	____good	____excellent
	fractions	____yes	____no	____poor	____fair	____good	____excellent
	decimals	____yes	____no	____poor	____fair	____good	____excellent
	percents	____yes	____no	____poor	____fair	____good	____excellent
	graphs	____yes	____no	____poor	____fair	____good	____excellent
	charts	____yes	____no	____poor	____fair	____good	____excellent
	algebra	____yes	____no	____poor	____fair	____good	____excellent
	geometry	____yes	____no	____poor	____fair	____good	____excellent
Language:	reading	____yes	____no	____poor	____fair	____good	____excellent
	writing	____yes	____no	____poor	____fair	____good	____excellent
	spelling	____yes	____no	____poor	____fair	____good	____excellent
Problem Solving:	finding facts	____yes	____no				
	understanding facts	____yes	____no	____poor	____fair	____good	____excellent
	evaluating facts	____yes	____no	____poor	____fair	____good	____excellent
	using facts	____yes	____no	____poor	____fair	____good	____excellent

BEST Program GED Pre-registration Information

To pre-register for the Ged test, the following must by given to the program coordinator in an envelope with your name on it.

1. a photocopy of your current Tennessee driver's license or your birth certificate
2. a completed APPLICATION FOR HIGH SCHOOL EQUIVALENCY EXAMINATION form
3. a completed GED test score release form
4. a check payable to Columbia State Community College for the $20 test fee

The BEST Program coordinator will deliver your pre-registration application information to Columbia State Community College. The college will send you a map of the campus and a parking permit.

Your test date is scheduled for _____. Be at Clement Auditorium on the college campus no later than 6:45 AM.

Bring with you a ball point pen for the essay, your parking permit, and the identification you used for item 1 above. Pencils and scratch paper will be provided at the test site.

You will finish no later than 4:30 PM. There will be a one hour lunch break. You must return promptly. Restrooms are conveniently located for use during several very short breaks. You might want to take a small snack in a purse or pocket.

Your scores will be sent to you by the college. Scores are not released over the phone. You will receive a high school equivalency diploma in a few weeks.

If a passing score is not achieved on all five subtests of the GED exam the first time, the test may be repeated up to three times in a year. Scores do not expire. The BEST Program will continue to work with you to help you achieve your diploma.

Congratulations on your efforts and achievements in the program thus far. It is an honor and a pleasure to assist you in you educational program.

Susan J. Westberry, Coordinator
BEST Workplace Literacy Program

GED TEST SCORES RELEASE

I am a student in the BEST (Basic Educational Skills Training) Program.

NAME_____

SOCIAL SECURITY NUMBER_____

You may release my test scores to the program coordinator for the Maury County Board of Education.

Please send them to: Susan J. Westberry, Coordinator
BEST Workplace Literacy Program
501 W. 8th Street
Columbia, TN 38401

Thank you for your assistance.

DATE_____

STUDENT'S SIGNATURE_____

Tips for Taking the GED Test

1. Your first response is usually best. Don't change your answer unless you are sure the second choice is correct.

2. Pace yourself. Don't spend too much time on any question.

3. Spend your time answering the questions you know. Go back to unanswered questions during the remaining time allotted for the test section. (You might block off an area on your scratch paper to write down the number of a skipped question so you won't accidently omit a question.)

4. BE CAREFUL! If you skip a question be sure to skip the same number on the answer sheet. Occasionally check to make certain test question and test answer numbers match.

5. If you are unsure of a multiple choice answer, use a process of elimination to narrow you choices and increase your ability to make a correct choice.

6. Don't leave unanswered questions. Guessing will not count against your score.

7. Get a good night's sleep for one or two nights before the test. Cramming does not help.

8. Don't begin testing on a completely empty stomache. Eat or drink something nutritious to help your brain think better. If you're not accustomed to eating breakfast, at least drink some orange juice, milk, or hot cocoa. A little something is better than nothing.

9. RELAX! The less nervous you are the better you will be able to think. Tell yourself, "I've had good preparation for this test. My best is good enough for today. If I don't pass the whole exam, the time I spend today will not be wasted. I'll be closer to my goal than I was yesterday."

BEST Pre-Test Student Profile

Teacher _____ Class _____

Test _____ Date _____

	Scores							
Student's Name	Grade Reading	Grade Language	Ratio Grammar	Ratio Punctuation	Ratio Capitalization	Grade Math	Ratio Number Concepts	Computation

BEST STUDENT REGISTRATION FORM

NAME_____ Date_____
First Middle Last

MAILING ADDRESS:_____
Street or Box City Zip

HOME PHONE:_____ AGE:_____ SEX:_____MALE _____FEMALE

RACE: BLACK _____WHITE_____SPANISH_____ASIAN_____AMERICAN INDIAN_____

LAST SCHOOL GRADE COMPLETED_____ HIGH SCHOOL GRADUATE_____

EMPLOYER_____ LENGTH OF EMPLOYMENT_____

_____ New enrollment in Adult Basic Education

_____ Previously enrolled in this program

_____ Have you ever been enrolled in another adult education program, i.e., Literacy, GED, College, Government, etc:

ENROLLED IN:

Level I (0-5th grade)

_____Reading

_____Math

Level II (6th-8th grade)

_____Pre-GED

_____Math

Level III (9th-12th grade)

_____GED prep

_____MATH

I WANT:
(check all that apply)

_____ to improve myself

_____ to pass the GED test

_____ to improve my job skills

_____ to help my children with school work

_____ to use computer resources

_____ to get a job

_____ to be eligible for a better job

FOR COORDINATOR

Entry Test/Scores

ABLE I (R)*_____(M)*____

ABLE II (R)*____(E)*____ (M)*____

ABLE III (R)*___ (E)*____ (M)*____

SLOSSON _____

No test possible _____

Exit Test/Scores

ABLE I (R)*_____ (M)*_____

ABLE II (R)*____ (E)*_____ (M)*____

ABLE III (R)*___ (E)*_____ (M)*_____

SLOSSON _____

No test possible _____

* R - Reading * M - Math * E - English

TOTAL HOURS OF INSTRUCTION _____

Reason For Program Exit

_____completed objectives

_____end of program year

_____health reasons

_____child care

_____transportation

_____class time conflict

_____ lack of interest

_____ family problems

_____ class location

_____ moved

_____ other known reason

_____ unknown reason

Hourly Wage _____

Maury County Board of Education

Certificate of Participation

In

The B E S T Program

Basic Education Skills Training Program

This Will Certify That

_____

has participated and made progress in The Maury County Workplace Literacy Program during the school year _____.

_____ COORDINATOR

_____ CHAIRMAN BOARD OF EDUCATION

_____ SUPERVISOR

_____ SUPERINTENDENT OF SCHOOLS

BEST Program Satisfaction Survey: Employee

SITE_____
CYCLE_____
DATE_____

Please circle the number that best represents your opinion. Your name will not be used on any reports so please answer as truthfully as possible. Thank you.

Not at all Satisfied 1	Somewhat Dissatisfied 2	Neither Satisfied or Dissatisfied 3	Somewhat Satisfied 4	Very Satisfied 5

How Satisfied were you with:

1.	the teachers/tutor?	1	2	3	4	5
2.	the times courses were offered?	1	2	3	4	5
3.	the encouragement of supervisors and plant managers?	1	2	3	4	5
4.	location of classrooms?	1	2	3	4	5
5.	the length of the classes?	1	2	3	4	5
6.	the length of the program?	1	2	3	4	5
7.	release time?	1	2	3	4	5
8.	changes in yourself due to participation in this program?	1	2	3	4	5

9. Would you encourage co-workers to participate in the program?

YES_____ NO_____

10. Was the program helpful to you personally? That is, did it affect your life in a positive manner outside of your job?

YES_____ NO_____

11. Do you feel the program has helped you to do your job better?

YES_____ NO_____

12. Was the material (class work, assignments):

TOO EASY____ ABOUT RIGHT____ TOO DIFFICULT____

BEST Program Satisfaction Survey: Supervisor

Employee's Name:_____

Supervisor's Name:_____

Date:_____

Site:_____

Cycle:_____

We are interested in your reactions to your employees participation in the **BEST** literacy program. For each question below **circle** the number that best represents your opinion. Your answers will only be used for evaluative reasons and your name will not be used on any reports so please answer the question as accurately as possible.

Not at all Beneficial	Slightly Beneficial	Somewhat Beneficial	Very Beneficial
1	2	3	4

Has this **program** been beneficial in improving this employee's: (NA=not applicable or unable to judge)

1. work skills?	1	2	3	4	NA
2. productivity?	1	2	3	4	NA
3. ability to work with less supervision?	1	2	3	4	NA
4. literacy level?	1	2	3	4	NA
5. level of motivation?	1	2	3	4	NA
6. absenteeism?	1	2	3	4	NA
7. adherence to safety rules?	1	2	3	4	NA

6. Overall, how satisfied are you with changes in this employee due to their participation in the program.

Not at all Satisfied				Very Satisfied	
1	2	3	4	5	NA

BEST PROGRAM SATISFACTION SURVEY: EMPLOYEE

Employer _____

Date _____ Pre GED ____ GED ____

Please circle the number that best represents your opinion. Your name will not be used on any reports so please answer as truthfully as possible. Thank you.

Unhappy	Unhappy	Neither Happy nor Unhappy	It Was O.K.	Very Happy
1	2	3	4	5

How satisfied were you with:

1.	The English/Reading teacher/tutor?	1	2	3	4	5
2.	The Math teacher?	1	2	3	4	5
3.	The encouragement of supervisors and plant managers?	1	2	3	4	5
4.	The times courses were offered?	1	2	3	4	5
5.	Location of classrooms?	1	2	3	4	5
6.	The hours per class?	1	2	3	4	5
7.	The number of weeks in program?	1	2	3	4	5
8.	Changes in yourself due to participation in this program?	1	2	3	4	5

9. Would you encourage co-workers to participate in the program? Yes ____ No ____
   Why or why not? _____
   _____

10. My feeling about myself as a result of this program. _____
    _____

11. One thing I wanted and received from this program. _____
    _____

12. Something I didn't expect that happened (either good or bad) as a result of this program. _____
    _____

13. Do you feel the program has helped you to do your job better? (Yes or No and please describe.) _____
    _____
    _____
    _____

14. Was the material (class work, assignments):
    TOO EASY _____ ABOUT RIGHT _____ TOO DIFFICULT _____

BEST Program Satisfaction Survey: Supervisor

Employee's Name: _____

Supervisor's Name: _____

Date: _____

Site: _____

Cycle: _____

We are interested in your reactions to your employees participation in the BEST literacy program. For each question below **circle** the number that best represents your opinion. Your answers will only be used for evaluative reasons and your name will not be used on any reports so please answer the question as accurately as possible.

Not at all Beneficial	Slightly Beneficial	Neither Beneficial or Not Beneficial	Somewhat Beneficial	Very Beneficial
1	2	3	4	5

Has this program been beneficial in improving this employee's: (NA=not applicable or unable to judge)

1.	work skills?	1	2	3	4	5	NA
2.	productivity?	1	2	3	4	5	NA
3.	ability to work with less supervision?	1	2	3	4	5	NA
4.	literacy level?	1	2	3	4	5	NA
5.	level of motivation?	1	2	3	4	5	NA
6.	absenteeism?	1	2	3	4	5	NA
7.	adherence to safety rules?	1	2	3	4	5	NA

6. Overall, how satisfied are you with changes in this employee due to their participation in the program.

Not at all Satisfied				Very Satisfied
1	2	3	4	5

BEST PROGRAM SATISFACTION SURVEY: MANAGEMENT

Employer's Name _____ Date: _____

Manager's Title: _____ Manager's Name: _____

To maintain effectiveness, the BEST Program relies on evaluative reponses. Specific comments are appreciated. For each question below circle the number which is the most accurate description.

Not At All Beneficial	Slightly Beneficial	Neither Beneficial Or Not Beneficial	Somewhat Beneficial	Very Beneficial
1	2	3	4	5

Has this program been beneficial in improving your employees: (NA = not applicable or unable to judge).

1. basic educational skills	1	2	3	4	5	NA
2. productivity	1	2	3	4	5	NA
3. morale	1	2	3	4	5	NA
4. motivation	1	2	3	4	5	NA
5. safety	1	2	3	4	5	NA
6. quality of work	1	2	3	4	5	NA
7. absenteeism	1	2	3	4	5	NA

Overall how satisfied are you with the BEST Program?

Not At All Satisfied				Very Satisfied
1	2	3	4	5

I wish to commend the BEST Program for _____

_____

_____

I recommend improvement of the BEST Program in _____

_____

_____

My suggestions are _____

_____

_____

_____

BEST PROGRAM SATISFACTION SURVEY: TEACHERS/TUTORS

Your reponse to this questionnaire is necessary for adequate evaluation of the BEST Program. For each question below circle the number which most accurately represents your opinion. Additional comments are encouraged. Your answers and comments will only be used for evaluative purposes.

Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Very Satisfied
1	2	3	4	5

How satisfied were you with:
(NA = Not applicable or unable to judge)

1.	Class times during day	1	2	3	4	5	NA
2.	Hours per daily session	1	2	3	4	5	NA
3.	Number of weeks for sessions	1	2	3	4	5	NA
4.	Location of class	1	2	3	4	5	NA
5.	Number of students in class	1	2	3	4	5	NA
6.	Instructional Materials:						
	a. Reading	1	2	3	4	5	NA
	b. Writing	1	2	3	4	5	NA
	c. Spelling	1	2	3	4	5	NA
	d. Grammar	1	2	3	4	5	NA
	e. Math	1	2	3	4	5	NA
	f. Science	1	2	3	4	5	NA
	g. Social Studies	1	2	3	4	5	NA
	h. Job-Related mateials	1	2	3	4	5	NA
7.	Tutor/teacher training & orientation	1	2	3	4	5	NA
8.	Assistance from Coordinator	1	2	3	4	5	NA
9.	Assistance from Supervisor	1	2	3	4	5	NA
10.	Student evaluation information	1	2	3	4	5	NA
11.	Employer input	1	2	3	4	5	NA
12.	Teaching resources	1	2	3	4	5	NA

The BEST Program should be commended for:_____

_____

_____

Areas recommended for improvement in the BEST Program are:_____

_____

_____

Suggestions for improvements are: _____

_____

_____

Date in months and year you were a BEST Program teacher _____

Please return this form in the enclosed S.A.S.E. Thank you for your cooperation.

BEST Partner's Report

1. **Enrollment**

	Reading	Math	Pre-GED	GED	Total
# No H.S.*					
# With H.S.					
Family					
Dropped					

* = High School Diploma

To date, the BEST Program has enrolled _____ of your _____ non-high school graduates. This is _____%. Of these we have enrolled _____ who had attended only through the 8th grade or less. We have reached _____% of your _____ employees at this lower educational level.

2. Recruiting Effectiveness _____

_____

3. Support and encouragement of plant personnel _____

_____

4. Incentives Effectiveness _____

_____

5. Retention _____% _____

_____

6. **Basic Skills Improvement (to date)**
   Passed GED (#)_____
   Promoted from Pre-GED to GED (#)_____
   Achieved grade level improvement in reading (#)_____
   Achieved grade level improvement in math (#)_____

7. **Student Survey Responses (# surveyed _____)**
   A. Improved job performance _____
   B. Increased self-esteem _____
   C. Recommend program for fellow employees _____
   D. Satisfied with program _____

8. As a BEST Partner, you are to be commended for_____

_____

9. I recommend we meet to discuss ways to improve _____

_____

Evaluation and communication are essential for maintaining quality in both business and education. This report is to assist us, as partners, in that process.

Thank you for your continued commitment to and cooperation with the BEST Program.

_____, Coordinator
BEST Workplace Literacy

Date _____

APPENDIX B

LISTS

MATERIALS LIST

Entry Grade Level	Title	Publisher
0-1	Recipe For Reading	Educators Publishing Service
	Laubach Way to Reading Book I	New Readers Press
	Spelling Steps I	Steck-Vaughn
1-2	Recipe For Reading	Educators Publishing Service
	Reading For Today - I	Steck-Vaughn
	Communication For Today - I	Steck-Vaughn
	Spelling Steps I	Steck-Vaughn
2-3	Recipe For Reading	Educators Publishing Service
	Reading For Today - II	Steck-Vaughn
	Communication For Today - II	Steck-Vaughn
	Spelling Steps I or II	Steck-Vaughn
3-5	Challenger 1-5	New Readers Press
	Spelling Steps I, II, and/or III	Steck-Vaughn
6-8	Pre-GED Series	Contemporary Books
	1. Critical Reading Skills	
	2. Writing and Language Skills	
	3. Social Studies Skills	
	4. Science Skills	
	5. Mathematics and Problem Solving Skills I	
	6. Mathematics and Problem Solving Skills II	
9-12	GED Series	Steck-Vaughn
	1. Writing Skills	
	2. Writing Sample	
	3. Literature and The Arts	
	4. Social Studies	
	5. Science	
	6. Mathematics	
	VCR Supplement	KET Network
	Learn to Read Series	
	GED Series	
	Computer Supplement	Educational Activities
	Diascriptive Language Arts	
	Basic Math	
	Algebra Made Painless	
	Geometry Alive	
	Keyboarding	
	Introduction to Spread Sheets	
	Professor DOS	Individual Software, Inc.
	Tests	
	Slosson Oral Reading Test (0-5th grade readers)	Slosson Educational Publishers
	ABLE Level II (Pre-GED & GED)	Psychological Corporation
	Official GED Practice Test & Administrator's Set	Prentice Hall/Cambridge

PUBLISHERS LIST

1. Prentice Hall Publishers/Cambridge Adult Education Division
   200 Old Tappan Road — (800) 526-0485 for a catalog
   Old Tappan, NJ 07675 — (800) 223-1360 to order

2. Contemporary Books
   180 N. Michigan Avenue — (800) 621-1918
   Chicago, IL 60601

3. Educational Activities, Inc.
   P. O. Box 392 — (800) 645-3739
   Freeport, NY 11520

4. Educators Publishing Service, Inc.
   75 Moulton Street — (800) 225-5750
   Cambridge, MA 02138-1104

5. Individual Software Incorporated
   125 Shoreway Road, #3000
   San Carlos, CA 94070

6. KET Network
   Enterprise Division
   2230 Richmond Road, Suite 213 — (800) 354-9067
   Lexington, KY 40502-1311

7. New Readers Press
   Department 78
   Box 131 — (800) 448-8878
   Syracuse, NY 13210

8. Psychological Corporation
   555 Academic Court — (800) 233-5682
   San Antonio, TX 78204-2498

9. Slosson Educational Publications, Inc.
   P. O. Box 280 — (800) 828-4800
   East Aurora, NY 14052

10. Steck-Vaughn Company
    P. O. Box 26015 — (800) 531-5015
    Austin, TX 78755

ADDITIONAL RESOURCES

Business Council for Effective Literacy (BCEL)
1221 Avenue of the Americas - 35th Floor
New York, NY 10020

(212) 512-2415/2412

Effective Adult Literacy Programs
Cambridge Book Company
ISBN 0-8424-2219-4

Eric Clearinghouse on Adult, Career, and Vocational Education
1900 Kenny Road
Columbus, OH 43210

(614) 292-4353 or (800) 848-4815

Jordan Prescriptive Tutorial Reading Program Instructor's Manual - Order No. 1464
Pro-Ed
8700 Shoal Creek Boulevard
Austin, TX 78758

GED LITERATURE (20 weeks)

Week #	Classwork	Homework
1	ABLE Test	Read, (do not answer) p. 20 & 28
2	Pop. Lit. Overview Unit 1 & 2	Do Mini-Test p. 22 & 23; 29 & 30 Only read p. 34 & 41
3	Unit 3 & 4	Do Mini-Test p. 36 & 37; 43 & 44 Only read p. 48 & 55
4	Unit 5 & 6	Do Mini-Test p. 50 & 51; 57 & 58 Only read p. 62, 69, & 70
5	Unit 7 & 8	Do Mini-Test p. 64 & 65; 71 & 72 Only read p. 76 & 77; 86
6	Unit 9 & 10	Do Mini-Test p. 78 & 79; 88 & 89 to turn in Mini-Review p. 81-83 Only read p. 93 & 94; 100 & 101
7	Unit 11 & 12	Do Mini-Test p. 95 & 96; 102 & 103 Only read p. 107 & 108; 114 & 115
8	Unit 13 & 14	Do Mini-Test p. 109 & 110; 116 & 117 Only read p. 121 & 122; 128 & 129
9	Unit 15 & 16	Do Mini-Test p. 123 & 124; 130 & 131 Only read p. 135 & 136; 142 & 143
10	Unit 17 & 18	Do Mini-Test p. 137 & 138; 144 & 145 to turn in Pop. Lit. Review p. 147-153 Only read p. 158 & 159; 165 & 166
11	Classical Overview Unit 19 & 20	Do Mini-Test p. 160 & 161; 167 & 168 Only read p. 172 & 173; 179 & 180
12	Unit 21 & 22	Do Mini-Test p. 174 & 175; 181 & 182 Only read p. 186 & 187; 193 & 194
13	Unit 23 & 24	Do Mini-Test p. 188 & 189; 195 & 196 Only read p. 200 & 201; 207 & 208
14	Unit 25 & 26	Do Mini-Test p. 202 & 203; 209 & 210 Only read p. 214 & 215; 221 & 222
15	Unit 27 & 28	Do Mini-Test p. 216 & 217; 223 & 224 Only read p. 236 & 237; 243 & 244
16	GED Practice Test	to turn in Classical Review p. 226-231
17	Commentary Overview Unit 29 & 30	Do Mini-Test p. 238 & 239; 245 & 246 Only read p. 250 & 251; 257 & 258
18	Unit 31 & 32	Do Mini-Test p. 252 & 253; 259 & 260 Only read p. 264 & 265; 271& 272
19	Unit 33 & 34	Do Mini-Test p. 266 & 267; 273& 274 Only read p. 278 & 279
20	ABLE Post Test Unit 35	Do Mini-Test p. 280 & 281 Commentary Review p. 283 - 286 Pre-test p. 5-12; Post-test p. 296-302

GED English (writing skills)
&
GED Essay (writing sample)

Week#	Classwork	Homework
1	ABLE Test, English Unit 1	English Mini-Test p.20
2	English Units 2 & 3	English Mini-Tests p. 27 & 34
3	English Units 4 & 5	English Mini-Test p. 41 & 44
4	English Unit 6 Essay Step 1	English Mini-Test p. 55 Essay p. 11-15 to turn in
5	English Unit 7 Essay Step 2	English Mini-Test p.62 Essay p. 23 to turn in
6	English Unit 9	English Mini-Test p.82 English Mechanics Review p.72-75 to turn in
7	English Unit 10 Essay Step 3	English Mini-Test p.89 Essay p.30 & 31 to turn in
8	English Unit 11 Essay Step 4	English Mini-Test p.96 Essay p.39 & 40 to turn in
9	English Unit 12 Essay Step 5	English Mini-Test p.103 Essay p.49 &50 to turn in
10	English Unit 13 Essay Step 6	English Mini-Test p. 110 Essay p.57 & 58 to turn in
11	English Unit 14 Essay Step 7	English Mini-Test p. 117 Essay p.67 to turn in
12	English Unit 15 Essay Step 8	English Mini-Test p.124 Essay p.78 to turn in
13	English Unit 16	English Mini-Test 131 45 min. Essay p.82 #1 to turn in
14	English Unit 17 & 18	English Mini-Tests p.138 & 145
15	English Unit 19	English Mini-Test p.152 Usage Review p.155-157 to turn in
16	GED Practice Test	45 min. Essay p.83 #4 to turn in
17	English Unit 20 & 21	English Mini-Test p.164 & 171
18	English Unit 22 & 23	English Mini-Test p.178 & 185
19	English Unit 24	English Mini-Test p.192 Sentence Review p. 195-196 to turn in
20	ABLE Test Essay p.84 #7	Pre-Test p. 6-10 Post-Test p. 207-210

GED SOCIAL STUDIES

Week #	Classwork	Terms	Homework Practice Pages
1	ABLE Test	---	-------
2	Geography Overview & Unit 1	#1	p. 18 & 19
3	Unit 2	#2	p. 25 & 26
4	Unit 3	#3	P. 35 & 36 Review p.28-30 to turn in
5	History Overview, Unit 4	#4	p. 44 & 45
6	Unit 5	#5	p. 51 & 52
7	Unit 6	#6	P. 58 & 59
8	Unit 7	#7	P. 65 & 66
9	Unit 8	#8	P. 72 & 73
10	Economics Overview, Unit 9	#9	p. 84 & 85 Review p. 75-77 to turn in
11	Unit 10	#10	p. 91 & 92
12	Unit 11	#11	P. 98 & 99 Review p. 101-103 to turn in
13	Politics Overview, Unit 12	#12	p. 110 & 111
14	Unit 13	#13	P. 117 & 118
15	Unit 14	#14	p. 124
16	GED Practice Test		
17	Unit 15	#15	p. 131 & 132 Review p. 134 & 135 to turn in
18	Behavioral Science Overview, Unit 16	#16	p. 142 & 143
19	Unit 17	#17	p. 149 & 150 Review p. 152 & 153 to turn in
20	ABLE Test		Pre-Test p. 4-9 Post-Test p. 161-165

GED SOCIAL STUDIES TERMS LIST

#1	legend (map)	p. 13
	scale (map)	p. 13
	compass rose	p. 13
	longitude	p. 13
	latitude	p. 13
	equator	p. 13
	contiguous	p. 14
#2	demography	p. 30
	NAME AND IDENTIFY THE EQUATOR, EACH HEMISPHERE AND SEVEN CONTINENTS	
#3	data	p. 31
	graph	p. 31
#4	13 original colonies	p. 44
	immigration	p. 39
	Mayflower	p. 42
#5	Revolutionary War	p. 48, 49
	Constitutional Convention	p. 50
	Great Compromise	p. 50
	republic	p. 50
#6	Civil War	p. 54
	abolitionist	p. 54
	Confederacy	p. 54
	secession	p. 54
	Emancipation Proclamation	p. 57
	laissez-faire	p. 58, 6, 60
	sharecroppers	p. 58
	Gettysburg Address	p. 59
#7	Industrial Revolution	p. 61
	capital	p. 61
	monopoly	p. 61
	sweatshops	p. 63
	cause and effect	p. 62
	technology	p. 61
#8	manifest destiny	p. 68
	Seward's Folly	p. 68
	Spanish-American War	p. 68
	Panama Canal	p. 68
	League of Nations	p. 68
	World War I	p. 69, 70
	New Deal	p. 71
	civil disobedience	p. 72
	amendment	p. 76
	Allies	p. 77
	Axis Powers	p. 77
	totalitarianism	p. 77
	United Nations	p. 77
	NATO	p. 77, 131
	SALT	p. 72
# 9	GNP	p. 80
	business cycle	p. 83
	fiscal policy	p. 84
	monetary policy	p. 84
	capitalism	p. 79
	socialism	p. 79
	communism	p. 79
#10	collective bargaining	p. 87
#11	inflation	p. 103
	recession	p. 103
	depression	p. 103
#11	democracy	p. 104
	checks and balances	p. 105
	Supreme Court	p. 106
	Senate (how many per state?)	p. 105
	House of Representatives (how many per state?)	p. 105
	judicial	p. 108
	executive	p. 108
	legislative	p. 108
	Declaration of Independence	p. 106
	Articles of Confederation	p. 106
	U.S. Constitution	p. 106
	Bill of Rights	p. 110, 76
#13	Federalists	p. 113
	Republican	p. 113
	Democrat	p. 113
	Independant	p. 113
	lobbying	p. 117
#14	national debt	p. 120
	Federal Reserve System	p. 123
#15	isolationism	p. 127
	Cold War	p. 127
	detente	p. 127
	Monroe Doctrine	p. 129
	Truman Doctrine	p. 129
	Marshall Plan	p. 129
	Common Market	p. 131
#16	sociology	p. 137
	psychology	p. 137
	anthropology	p. 137
	homo sapiens	p. 137
	mores	p. 138
	culture	p. 138
#17	taboo	p. 145

GED MATH (20 weeks)

ek #	Classwork	Homework
1	ABLE Pre-Test Unit 2 & 3	Mini-Test p. 27 & 34
2	Unit 4 & 5	Mini-Test p. 41 & 48
3	Unit 6 & 7	Mini-Test p. 55 & 62
4	Unit 8 & 9	Mini-Test p. 69 & 76
5	Unit 10 & 11	Mini-Test p. 83 & 90 turn in work with circled answer Mini-Review p. 93-95
6	Unit 12 & 13	Mini-Test p. 100 & 107
7	Unit 14 & 15	Mini-Test p. 114 & 121
8	Unit 16 & 17	Mini-Test p. 128 & 135
9	Unit 18 & 19	Mini-Test p. 142 & 149
10	Unit 20 & 21	Mini-Test p. 156 & 172 turn in work with circled answer Arithmetic Review p. 159-165
11	Unit 22 & 23	Mini-Test p. 179 & 186
12	Unit 24 & 25	Mini-Test p. 193 & 200
13	Unit 26 & 27	Mini-Test p. 207 & 214
14	Unit 281 & 29	Mini-Test p. 221 & 228
15	Unit 30 & 31	Mini-Test p. 235 & 242
16	GED Practice Test (Omit unit 32 & 35)	turn in work with circled answer Algebra Review p. 252-257
17	Unit 33 & 34	Mini-Test p. 264 & 271
18	Unit 36 & 37	Mini-Test p. 385 & 292
19	Unit 38 & 39	Mini-Test p. 299 & 306
20	ABLE Post Test; Geometry Review p. 309-313	Pre-Test p. 5-10; Post-Test p. 328-335

GED SCIENCE (20 weeks)

Week #	Classwork	Homework	
		Terms	Practice Pages
1	ABLE Pre-test		
2	Overview & Unit 1	#1	p. 14-19
3	Unit 2	#2	p. 21-26
4	Unit 3	#3	p. 28-33
5	Unit 4	#4	p. 35-40
6	Unit 5	#5	p. 42-47
7	Unit 6	#6	p. 49-54
8	Unit 7	#7	p. 56-61
9	Unit 8	#8	p. 63-68 to turn in p. 70-77
10	Overview & Unit 9	#9	p. 80-85
11	Unit 10	#10	p. 87-92
12	Unit 11	#11	p. 94-99
13	Unit 12	#12	p. 101-106 to turn in p. 108-109
14	Overview, Unit 13	#13	p. 112-117
15	Unit 14	#14	p. 119-124
16	GED Practice Test		to turn in p. 126-127
17	Overview, Unit 15	#15	p. 130-135
18	Unit 16	#16	p. 137-142
19	Unit 17	#17	p. 144-149 to turn in p. 151-152
20	ABLE Post-Test		Pre-Test p. 4-9; Post-test p. 161-165

GED SCIENCE TERMS LIST

#1	heredity	p. 12
	respiration	p. 13
	cell	p. 14
	nucleus	p. 14
	chromosome	p. 16
#2	photosynthesis	p. 21
	chlorophyll	p. 21
	enzymes	p. 21
	trachea	p. 24
	bronchial tube	p. 24
	capillaries	p. 24
#4	taxonomy	p. 37
#5	alimentary canal	p. 42
	ducts	p. 42
	esophagus	p. 42
	intestine	p. 42
	circulatory system	pp. 44,45
	vena cava	p. 44
	aorta	p. 44
	veins	p. 45
	artery	p. 45
	endocrine	p. 45
#6	mucus membrane	p. 49
	antibodies	p. 49
	bacteria	p. 51
#7	hybrid	p. 56
	dominant	p. 56
	recessive	p. 45
#8	ecosystem	p. 63
	food chain	p. 63
#9	atmosphere	p. 79
	mantle (earth's)	p. 80
	outercore (earth's)	p. 80
	inner core (earth's)	p. 80
	crust (earth's)	p. 80
	fossil	p. 82
	sedimentary	p. 84
#10	stratosphere	p. 87
	ozone	p. 87
	evaporation	p. 91
	condensation	p. 91
	precipitation	p. 91
#11	nonrenewable resource	p. 94
#12	epicenter	p. 103
	seismic waves	p. 103
	Richter scale	p. 103
	glacier	p. 104
#13	molecule	p. 111
	atom	p. 114
	element	p. 114
	proton	p. 114
	neutron	p. 114
	electron	p. 114
#14	chemical reaction	p. 119
	acid	p. 122
	base	p. 122
	pH scale	p. 122
#15	forces	p. 129
	thermodynamics	p. 128
	inertia	p. 132
#16	electric charge	p. 137
	electric field	p. 137
	voltage	p. 139
#17	wave	p. 144
	medium	p. 146
	electromagnetic waves	p. 147

APPENDIX D

PRE-GED SYLLABUS

PRE-GED READING

Week	Classwork	Homework
1	ABLE Pre Test Chapter 1 pg. 15 & 16:	pg. 17 & 18;
2	pg. 19; pg. 21; pg. 22b-23 #1;	pg. 20; pg. 22a; pg. 23 #2-24a;
3	pg. 24b-26a; pg. 29b-30 #1 & #2; pg. 31b-33a;	pg. 26b-29a; pg. 30 #3-31a; pg. 33b-34a;
4	pg. 37-38 (omit pg. 39-54) pg. 55; Chapter 2 pg. 58-60a; pg. 61-62a	pg. 34b-36; pg. 56b-57; pg. 60b-61a; pg. 62b-63a;
5	pg. 63b-64a; pg. 66-67; pg. 71b-72a;	pg. 64b-66a; pg. 68-71a; pg. 72b-73;
6	pg. 74; pg. 76b-77a; pg. 79; pg. 80b-81a; pg. 82 #1,2, & 3; pg. 83 #1,2, & 3	pg. 74b-76a; pg. 77b-78; pg. 80a; pg. 82 #4-10; pg. 83 #4-10;
7	pg. 84a; pg. 85a; pg. 86-87a; pg. 88; pg. 90a;	pg. 84b; pg. 85b; pg. 87b; pg. 89; pg. 90b;
8	pg. 91-93a; pg. 95-97; Chapter 3 pg. 95-97; pg. 99b; pg. 102a;	pg. 93b-94; pg. 98-99a; pg. 100-101; pg. 102b-104a;
9	pg. 104a-107a; pg. 110b-111a;	pg. 107b-110a; pg. 111b-114
10	pg. 115-116; pg. 118a; pg. 119b; pg. 121a;	pg. 117; pg. 118b-119a-120; pg. 121b-123a
11	pg. 123b-124a; pg. 125b-126a; Chapter 4 pg. 128-129; pg. 130b-131a	pg. 124b-125a; pg. 126b-127; pg. 130a; pg. 131b-132;
12	pg. 133; pg. 135b; pg. 138-139; pg. 141b-142a;	pg. 134-135a; pg. 136-137; pg. 140-141a; pg. 142b-143a
13	pg. 143b-146; pg. 150-154a	pg. 147; pg. 148-149; pg. 154b-156a
14	pg. 156b-163a	pg. 163b-165;
15	pg. 166-167a; pg. 167c; pg. 170-172a Chapter 173-174	pg. 167b; pg. 167d-169; pg. 172b; pg. 175a;
16	pg. 175b-176a; pg. 176c-177a; pg. 178-179a; pg. 181; pg. 182b-183a;	pg. 176b; pg. 177b; pg. 179b-180; pg. 182a; pg. 183b-184a;
17	pg. 184b-185a; pg. 186b; pg. 189a; pg. 191b-193	pg. 185b-186a; pg. 186c-188; pg. 189-b-191a;
18	pg. 194-195a; pg. 198b-202a	pg. 195b-198a; pg. 202b-204a
19	pg. 204b-205; pg. 206b-207a; pg. 207c-208a;	pg. 206a; pg. 207b; pg. 208b-209
20	ABLE Post Test	

PRE-GED WRITING AND LANGUAGE

Week	Classwork	Homework
1	ABLE Pre Test	
2	Chapter 1 pg. 10-13, example 1; pg. 14-15, example 3; pg. 16-17, example 5;	pg. 13, example 2; pg. 15, example 4; pg. 17, example 6;
3	pg. 18-19a; pg. 19b-20; pg. 22 Chapter 2 pg. 24-25a;	pg. 19, example 8; pg. 21; To turn in - pg. 23;
4	pg. 26b-28a; pg. 29-31a; pg. 33; pg. 34b-35a;	pg. 28b; pg. 31b To turn in - pg. 32b; pg. 34a; pg. 35b-36a;
5	pg. 36b-37; pg. 40b; pg. 41b; pg. 43 Chapter 3 pg. 45-47a	To turn in - pg. 38a; pg. 38b-40a; pg. 41a; pg. 42; pg. 47b
6	pg. 48-49 #1,2,&3; pg. 50-51a; pg. 52c-54a; pg. 55c-57c; pg. 57c-58a	pg. 49 - rest of page; pg. 51b-52 a & b; pg. 54b-55a; To turn in - pg. 55b; pg. 57b; pg. 58b;
7	pg. 59a; pg. 61-63a; pg. 64a;	pg. 59b-60; pg. 63b; pg. 64b-65a; To turn in - pg. 65 thru 67 - Do not check book answers
8	pg. 68 - class develops outline Chapter 4 pg. 70-73a; pg. 74; pg. 75b;	pg. 68 writing - To turn in pg. 73b; pg. 75a; pg. 76-77a;
9	pg. 77b-79a; pg. 80b-81a; pg. 82a; pg. 83a; pg. 85-87a	pg. 79b-80a; pg. 81b; pg. 82b; pg. 83b; To turn in - pg. 84; pg. 87b-88a.
10	pg. 88b-89a; pg. 90b-91;	pg. 89b-90a; To turn in - pg. 92 thru 94a - Do not check book answers
11	Chapter 5 pg. 98-101a; pg. 102-103a; pg. 104b-107a	pg. 101b; pg. 103b-104a; To turn in - pg. 107b
12	pg. 107c-108a; pg. 110b-111a; pg. 112a; pg. 113b-114a; pg. 115b; 116b;	pg. 108b-109a (omit 109b) pg. 109c-110a; pg. 111b; pg. 112b-113a; pg. 114b; pg. 116a; pg. 117
13	Chapter 6 pg. 120b-123a; pg. 124; pg. 125-126a; pg. 127-130a;	To turn in - pg. 118 Topic: My Pre-GED Classes Have 2 or 3 sentences per paragraph; pg. 130b-131a
14	pg. 131b-132; pg. 134b-135; (omit pg. 136-137)	pg. 133-134a; To turn in - pg. 138-140
15	Chapter 7 Class practices Brainstorming & clustering. Topic: If I Were President of U. S. pg. 143b-145a;	To turn in - pg. 142-143a pg. 145b-146a;

PRE-GED WRITING AND LANGUAGE

Week	Classwork	Homework
16	pg. 146b-148; pg. 151-152; pg. 156-158a;	pg. 149-150a; pg. 153-155c pg. 158b-159;
17	pg. 160b-161; pg. 165 Chapter 8 pg. 167b - 171a	To turn in - pg. 162 thru 164 To turn in - pg. 166 thru 167a
18	pg. 171b-172; pg. 174b-175a pg. 176b-177a;	pg. 173-174a; pg. 175b-176a; pg. 177b-178a; to turn in - pg. 178b.
19	pg. 180-185; pg. 188b, example 18- #1 & 2	pg. 186 & 187; pg. 188, b#3 - 189
20	ABLE Post Test	

PRE-GED SOCIAL STUDIES - 20 WEEKS

Week	Classwork	Homework
1	ABLE Pre-Test	
2	Chapter 1 - pg. 17-19a; pg. 22b-23a; pg. 24b; pg. 26a	pg. 19b-22a; pg. 23b-24a; pg. 24; pg. 26b-27a
3	pg. 27b-28a; pg. 30b; pg. 32-33a; pg. 34b-35a; pg. 36b-37b	pg. 28b-29a; pg. 31; pg. 33b-34a; pg. 35b-36a; pg. 37b-38a
4	pg. 38b-39;	pg. 40-44; Turn in pg. 45 scores;
5	Chapter 2 pg. 46-50a; pg. 51b-52;	pg. 50b-51a; pg. 53-54a;
6	pg. 54b-55a; pg. 56b-57; pg. 60-61a; pg. 62-63a;	pg. 55b-56a; pg. 58-59 pg. 61b; pg. 63b;
7	pg. 64-65a; pg. 66b-67a;	pg. 65b-66a; pg. 67b-68a;
8	pg. 68b-71a; pg. 72-73a; pg. 74b-75a;	pg. 71b; pg. 73b-74a; pg. 75b-76a; pg. 78-79;
9	pg. 80; pg. 82; Chapter 3 pg. 86-88a; pg. 89b-90a;	pg. 81; pg. 83-84; Turn in pg. 85 scores; pg. 88b-89a; pg. 90b-91;
10	pg. 92; pg. 94; pg. 96b-97a; pg. 98; pg. 99b;	pg. 93; pg. 95-96a; pg. 97b; pg. 99a; pg. 100-102;
11	pg. 103-105; pg. 106b-108 Chapter 4 pg. 113-115	pg. 106a; pg. 109-112; Turn in pg. 112 scores pg. 116; pg. 124b-126;
12	pg. 117-118a; pg. 119b-120a; pg. 122-124a	pg. 118b-119a; pg. 120b-122a;
13	pg. 127-128a; pg. 129b-130a; pg. 132-133a; pg. 135-136;	pg. 128b-129a; pg. 130b-131; pg. 133b-134;
14	Chapter 5 pg. 142-145a; pg. 146-147	pg. 137-141a; Turn in pg. 141b scores pg. 145b; pg. 148-149b
15	pg. 149b-150a; pg. 151b-152a; pg. 154-155;	pg. 150b-151b; pg. 152b-153; pg. 156-157;
16	pg. 158-159b; pg. 161b; pg. 162-163;	pg. 159b-161a; pg. 164-168; Turn in pg. 169 scores;
17	Chapter 6 pg. 170-171a; pg. 172b-173a;	pg. 171b-172a; pg. 173b-174a;
18	pg. 174a-175; pg. 176b-177;	pg. 176a; pg. 178-183a; Turn in pg. 183 scores;
19	No Social Studies	
20	ABLE Post-Test	

PRE-GED MATH

Week	Classwork	Homework
1	ABLE Pre-Test; Book I pg. 34,34 & 37; Multiplication Tables 1 & 2	To Turn In - pg. 42 & 43; Copy problems & show your work; Practice Multiplication Flash Cards
2	pg. 48, 49, 59, 60, & 64 Multiplication Tables 5, 10 & 11	To Turn In - pg. 70 & 71; Copy problems & show your work; Practice Multiplication Flash Cards
3	Chapter 4 pg. 72, 73, 76-81; Multiplication Tables 3 & 6	pg. 72, 73, 76-81 all even numbered rows & problems; Multiplication cards;
4	pg. 84-91; Multiplication Tables 4 & 8	pg. 84-91 all odd numbered problems and rows; Multiplication cards;
5	pg. 98 & 99a - odd numbers; Chapter 5 pg. 100-105; Multiplication Tables 7	To Turn In - pg. 98 & 99 # 7-12 Copy and Show work on even numbered problems and rows. Multiplication cards
6	pg. 106-112; Multiplication Tables 9	pg. 106-112 even numbered rows and problems; Multiplication flash cards
7	pg. 116-124; Multiplication Tables 12	pg. 116-124 even numbered rows and problems; Multiplication flash cards;
8	pg. 132 even numbered rows Chapter 6 pg. 140-146; pg. 150; pg. 152 & 153;	To Turn In - pg. 132 odd numbered rows - copy and show work; pg. 146, 148, 150, 152 & 153a - 2nd problems in each row; Multiplication flash cards;
9	pg. 160 & 161; Book II Chapter 2 pg. 30-33; Chapter 3 pg. 34-38	pg. 161 even numbered problems; Multiplication flash cards; pg. 30-38 all even numbered problems
10	pg. 38-45	pg. 38-45 even numbered rows; Multiplication flash cards
11	pg. 48-57	pg. 38-57 even numbered rows; Multiplication flash cards;
12	pg. 64 & 45; Chapter 4 pg. 66-73	To Turn In - pg. 64 & 65 odd numbered rows, copy & show work; pg. 64-73 even numbered rows; Multiplication cards;
13	pg. 74-79; pg. 82 & 83;	pg. 74-79 even rows; pg. 82 & 83 even rows; Multiplication cards
14	pg. 84-87; pg. 92-95;	pg. 84-87 even rows; pg. 92-95 even rows; Multiplication cards;
15	pg. 96-99; pg. 104-106	pg. 96-99 even numbers; pg. 104-106 even numbers; Multiplication cards;
16	pg. 112 & 113; Chapter 5 pg. 114-122	To Turn In - pg. 112 & 113 3rd problem in each row, copy and show work; pg. 114-121 even numbered row, Multiplication cards;

Week	Classwork	Homework
17	pg. 124-127; pg. 132, pg. 136, pg. 141	To Turn In - Pg. 141 even numbered rows and problems Copy and show work.
18	Chapter 6 pg. 142-144; pg. 149-152;	pg. 142-144 even numbered problems pg. 149, 150, 152 even numbered problems; Multiplication cards
19	pg. 162-171	pg. 163, 165, 167, 169 even problems
20	ABLE Post-Test	

PRE-GED SCIENCE

Week	Classwork	Homework
1	ABLE Pre Test	
2	Chapter 1 pg. 14-18a question 1-3 check answers; pg. 18b-19a; pg. 20a	pg. 17b question 4-11; pg. 19b; pg. 20b-22
3	pg. 23-25a; pg. 25c-26a Chapter 2 pg. 28-29b; pg. 30b	pg. 25b; pg. 26b-27 pg. 29b-20a; pg. 31
4	pg. 32-33a; pg. 34b-35; pg. 37-38a pg. 39b-40a; pg. 41b-42a	pg. 33b-34a; pg. 36; pg. 38b-39a; pg. 40b-41a; 42b
5	pg. 43-45; pg. 48-50	pg. 46-47; pg. 51-54
6	Chapter 3 pg. 57-58; pg. 60; pg. 62	pg. 55-56; pg. 59; pg. 61; pg.63
7	pg. 64-67; pg. 69b-70;	pg. 68-69a; pg. 71-72a
8	pg. 72-74; pg. 76-77; pg. 82b-83a	pg. 75; pg. 78-82a; pg. 83b-84a
9	pg. 84b; pg. 85b-86; pg. 91-92a	pg. 85a; pg. 87-90; pg. 92b-94a
10	Chapter 4 pg. 96-98; pg. 100a pg. 101-102a; pg. 103b	pg. 94b-95; pg. 99; pg. 100b-101 pg. 102b-103a; pg. 104b-105a
11	pg. 105-106a; pg. 107-109a; pg. 110-111a; pg. 112b-113a;	pg. 106; pg. 109b; pg. 111b pg. 113b-114a
12	pg. 114b-115; pg. 117-118a; pg. 119	pg. 116; pg. 118b; pg. 120-122
13	pg. 129-132	pg. 123-128
14	pg. 133; pg. 135-137a; pg. 137c-140a	pg. 134; pg. 137b; pg. 140b-141a
15	pg. 141b-143a; pg. 144; pg. 146a pg. 148-149a;	pg. 143b; pg. 145; pg. 146b-147; pg. 149b-150a;
16	pg. 150b-151; pg. 153-154; pg. 160-162a;	pg. 152; pg. 155-159; pg. 162b-163a;
17	pg. 163b-164a; pg. 165a; pg. 166b-168a; pg. 169-170;	pg. 164b; pg. 165b-166a; pg. 168b; pg. 170b-171;
18	pg. 172-173; pg. 175b-176; pg. 178b-180a;	pg. 174-175a; pg. 177-178a; pg. 180b-181a;
19	pg. 181b-184; pg. 186-187a;	pg. 185; pg. 187b; pg. 188-193;
20	ABLE Post Test	

APPENDIX E

READING TUTORS SUGGESTED TEACHING FORMAT

READING TUTOR'S
SUGGESTED TEACHING FORMAT

Because people learn through their senses and retain more when more senses are involved, this format is a multi-sensory approach utilizing the senses of hearing, seeing, and feeling. The homework assignments will duplicate this approach. Stress to the students the importance of not only seeing the words, but of saying, hearing, and writing them too.

I. Language Experience

A. The tutor helps the student understand that writing is a way of putting talking on paper and reading is a way of listening to the written talk. According to Jane Poole at MTSU, an illiterate young man explained the process as "Reading is talk written down."

B. Students are able to learn to read and write two things very quickly.

1. Things which are important to the student

2. Things the student already knows

C. This model is workable in a tutoring situation

1. The tutor says to the student, "Tell me about". (use work related terms, problem vocabulary words, or something the student would like to talk about).

2. The tutor writes exactly what the student speaks.

3. The tutor reads the text out loud as it is rewritten for student copying.

4. The student reads the whole or part of the text at least twice.

5. Words from the text may be selected for study (writing or flashcards).

6. The student writes and reads the text (whole or part) one time with the tutor. Cursive writing is preferred.

7. The student writes and reads the text five more times. (This may be an in-class or homework activity).

REMEMBER: Lots of oral reading needs to accompany the writing.

II. Lesson in Student Book

The student's lesson book(s) may be a reading series for adults, a newspaper, Bible, storybook for their child or grandchild, work-related material, etc.

This may include from one or two letters to one or two pages depending on the student. Be very sensitive to the students' stress reactions.

Questions like these may help you in pacing how much material you introduce or reinforce: "Is this too much or not enough? Do you feel comfortable with the schedule you have?" Make necessary adjustments. We don't want to have students quit because they are either bored or scared.

III. Flash Cards

A. Flash cards are reinforcement practice for problem letters, words, etc. It is helpful if a short phrase or sentence using the flash card item is written on the back of the card.

B. Begin new flash cards with no more than six flash cards per lesson is a recommended quide. (The cards accumulate quickly.)

C. Review previous flash cards. Three's is in reserve. Reserve cards should wait two weeks or longer before being reviewed. Learned cards (no errors) are given to the students to keep or dispose of as they choose. Words with errors return to the current homework section of the box.

IV. Writing is Important!

Homework may include copying letters, words, phrases, or sentences on notebook paper. Students should write their own flash cards as much as possible. Other ways to use writing in a lesson are mesages on greeting cards, letters to friends or relatives, job-related forms, a diary or journal, a collection of student memories and ancedotes to read to their children or grandchildren.

In all areas of writing, have the student read out loud what is being written!! This is an important memory and learning aid.

V. Spelling

Correlated spelling materials are very helpfu. Do not have students spell words which are newly learned in reading.

VI. Motivational Reading

Read something short and very interesting or funny to your student. As soon as possible, have your student read similar things to you. Sources for such materials are the Sunday comics, joke books, greeting cards, and items from the Reader's Digest or newspaper.

Encourage your student to read something besides the student text as soon as possible. Suggested are materials from our Literacy Library; public library; children's, youth, or new reading books; easier editions of the Bible; USA Today; the local newspaper or New For You; (This is an inexpensive, two page, fourth grade level newspaper for adult poor readers.